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ABSTRACT

The curriculum model and implementation procedures outlined in this manual for the Developmental Training Program for students with disabilities are based on two trends: the emphasis upon teaching functional skills in the natural environment and the need for educational programs which demonstrate measurability, reportability, and accountability. The manual presents implementation procedures for both the primary-level and the secondary-level student. Initial procedures involve assessing environmental requirements through a parent survey, a community living skills assessment, and a vocational skills evaluation. The same instruments are then completed from the perspective of the student's current skill levels. A discrepancy analysis is conducted to determine which discrepancies can be reduced through skill training, prosthetics, and/or environmental modification. Finally, the individualized education plan (IEP) or individualized transitional plan (ITP) is developed and is evaluated periodically through use of a skill acquisition index. At both the primary and secondary levels, copies of forms are included and a completed IEP/ITP form is offered as an example. (JDD)

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DEVELOPMENTAL TRAINING PROGRAM

INDIVIDUAL EDUCATIONAL PLAN/INDIVIDUAL TRANSITIONAL PLAN

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EC 212 802

Educational Service Unit #9
Hastings, Nebraksa
Reviewed: September, 1986

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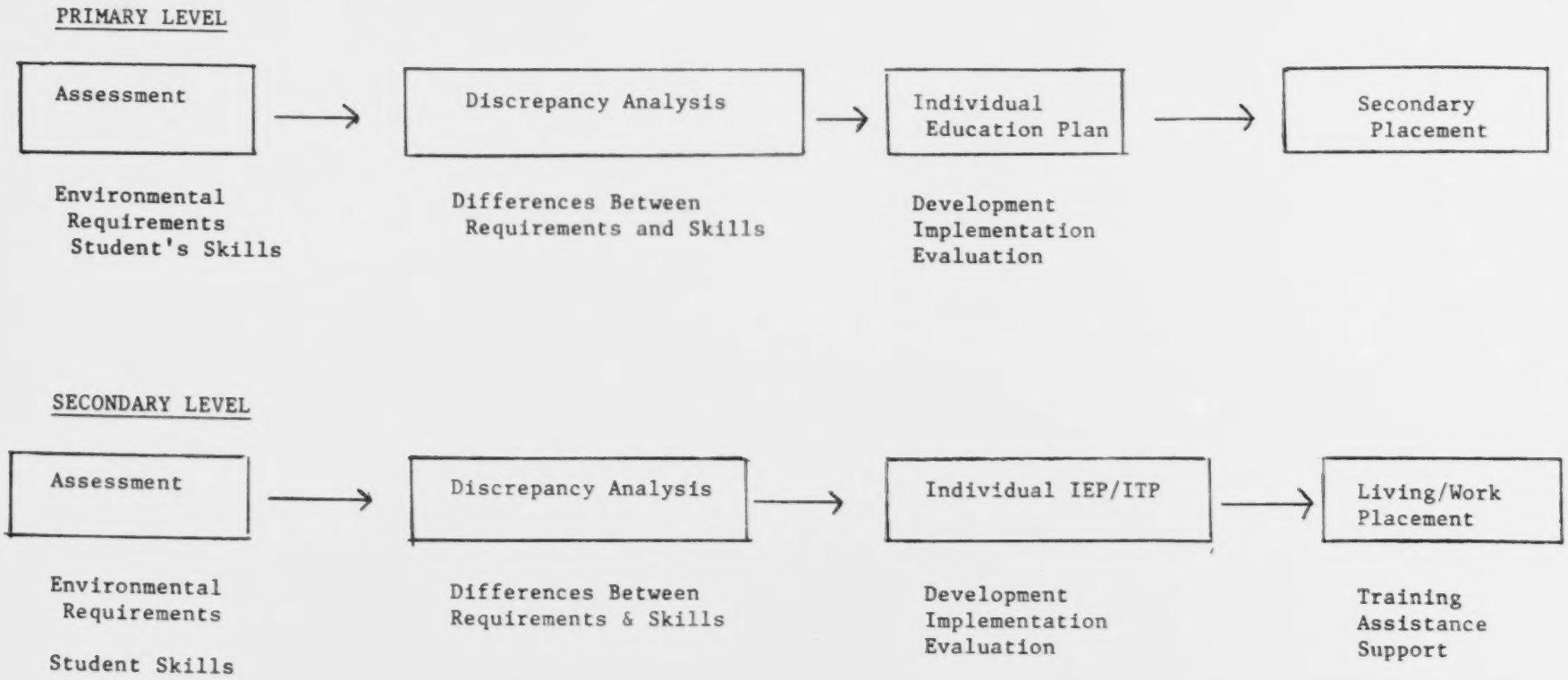
Figure 1

EDUCATIONAL MODEL: DEVELOPMENTAL TRAINING PROGRAM



PART I: OVERVIEW OF THE DTP MODEL

A. Current Trends

The Curriculum Model and implementation procedures outlined in this manual for the Developmental Training Program (DTP) are the result of three years work in the development and field testing of the model by ESU-DTP staff and teaching personnel. The model and its implementation were necessitated by two significant trends in special education. These trends are first, the current emphasis upon teaching functional skills in the natural environment (referred to as the "ecobehavioral or person-environment perspective"), and second, the need for educational programs to demonstrate measurability, reportability, and accountability.

In reference to the first trend, educational services for handicapped persons currently stress an ecobehavioral or person-environment perspective that incorporates one or more of the following premises: (1) individuals cannot be separated from their living-working environments; (2) both persons and their environments can be assessed; (3) the mismatch between persons and their environments can be reduced through the development of behavioral skills, use of prosthetics, environmental modification, and staff assistance; (4) intervention can be at the individual or environmental level; (5) assessment and training activities should focus on functional skills taught in the natural environment; and (6) persons and environments can be matched to provide optimal opportunity for growth and development.

The second trend impacting educational services for handicapped persons relates to the need to demonstrate the OUTCOMES from special education services. No longer is it sufficient to merely describe what is DONE FOR students; rather the emphasis is on what HAPPENS TO students who receive special education services. The DTP model and its implementation incorporate this second trend by focusing on the following:

1. Clearly articulated goals that can be operationalized and measured. These goals include:

   a. Increase a person's independence.
   b. Increase a person's productivity (vocational).
   c. Increase a person's community integration.

2. Measurable behavioral skills related to the three goals and on which the student can demonstrate progress through yearly reassessment.

3. Eventual placement of students into environments that reflect increased independence, productivity (vocational or work) and community integration.

B. Explanation Of The Model

The DTP model that is diagrammed in Figure 1 was developed to both explain and guide our work. (Refer to Figure 1). The major components of the model include:

a. Assessing environmental requirements.
b. Developing the student's skill profile.
c. Completing a discrepancy analysis
d. Developing, implementing, and evaluating the IEP or IEP/ITP.
e. Placement.

Each of these components is described more fully in Parts II and III of this manual.

PART II: IMPLEMENTING THE MODEL AT THE PRIMARY LEVEL

A. Assessing The Evironmental Requirements

1. Parent Survey. One of the most important "inputs" to a student's IEP is parental attitudes and expectations toward their child's eventual living, working and community integration goals. This input is obtained yearly by the teacher sitting down with the parent and completing the "Parent Survey - Elementary". This survey is found on the following two pages.

2. CLS/VT Environments. Even though the student is still at the elementary level, planning must proceed toward the eventual worlds of independent/semi-independent living, work, and community integration. Therefore, there is a need to assess the living and work skills in reference to the home at an early age. The assessment procedure includes the following:

a. Community Living Skills. In evaluating the skills required by the home, the following criteria should be used:

(1) "Not Required" = the parents (home) do not require the behavioral skill.

(2) "Required But Assistance Provided" = the home environment requires the skill, but the parents assist (verbally or physically) the student's performance of the skill.

(3) "Independence Required" = student needs to demonstrate the behavior skill on own and without prompts or assistance.

The evaluation is completed on the accompanying scoring sheet entitled, "Community Living Skills Scoring Sheet - Level A Elementary". Once the evaluation is completed, the results are transferred onto the accompanying "Community Living Facility: Environmental Analysis Profile - Elementary". In developing this profile use the following procedures:

(1) Darken the corresponding area on the profile for those Independence Required Skills.

(2) Slash the corresponding area on the Profile for those Required But Assistance Provided Skills.

(3) Leave Blank the corresponding area if the skill is not required.

b. Vocational Skills. In evaluating the skills required by the home, the following criteria should be used:

(1) "Not Required" = the parents (home) do not require the behavioral skill.

(2) "Required But Assistance Provided" = the home environment requires the skill, but the parents assist (verbally or physically) the student's performance of the skill.

(3) "Independence Required" = student needs to demonstrate the behavior skill on own and without prompts or assistance.

The evaluation is completed on the accompanying scoring sheet entitled, "Vocational Training Scoring Sheet - Prevocational Elementary". Once the evaluation is completed, the results are transferred onto the accompanying "Vocational Training/Placement Evironmental Analysis Profile". In developing this Profile, the following procedures should be followed:

(1) Darken the corresponding area on the profile for those Independence Required Skills.

(2) Slash the corresponding area on the Profile for those Required But Assistance Provided Skills.

(3) Leave blank the corresponding area if the skill is not required.

PARENT SURVEY
(ELEMENTARY)

Student Name _____

Age/Program _____

Date: _____ Teacher Completing Form: _____

I. Independent Living

1. Do you assign any household chores to your child?

   If so, what are they?

   Can they be accomplished satisfactorily? Independently?

2. What day-to-day things do you want your child to learn to do? (Make bed, clear table, set table, etc.)

3. Does your child practice good safety? What areas does he need to improve upon? (Using sharp utensils, running on stairs, running into the street, etc.)

4. Can your child completely undress and dress himself? If not, what does he need help with?

5. Does your child have any toileting difficulties? If so, describe.

6. Does your child need help with his grooming needs? What specifically?

7. Is your child a good eater or do his preferences dictate an unbalanced diet?

8. Do you have concerns regarding your child's health? Does he carry excessive weight? Does he get enough physical exercise?

9. Does your child show appropriate manners/actions at home?
   If not, describe.
   Out in public?
   Describe.

II. Vocational

1. What type of work do you see your child doing in the future?

2. Does your child like to help you do a variety of tasks/chores? Describe.

3. How many oral directions can your child follow without repeating?

4. How long can your child work on a high interest task?

5. What does your child show a preference for which may be related to the work world?

III. Community Integration

1. Do you take your child shopping?

   Is he able to assist you in any way? Describe.

2. Does he show appropriate behavior while in the store? Describe.

3. Does your child help select his own clothing to be purchased?

4. Where does your child go when the family eats out?

   Does he go with the family?

   If so, list some of the places.

   Is he able to select his own food?

5. Does your child need assistance opening a milk carton, actually feeding himself?, etc. Describe.

6. Does your child have difficulty moving around an unfamiliar setting/ building? (ie: locating a restroom in a restaurant)

7. Does your child have difficulty maneuvering outdoors? If so, describe. Indoors? If so, describe.

8. What forms of transportation does your child encounter most frequently other than the family car?

9. Is your child able to use vending machines? How much assistance does he need?

10. Does your child use the telephone? If so describe his level of skill.

11. How does your child conduct himself in medical facilities, banks, post office, barberships, etc.?

12. In an emergency, can your child seek help?

    Can he give his name, address, parent's name, phone number, or show a card with such information?

COMMUNITY LIVING SKILLS SCORING SHEET
LEVEL A ELEMENTARY

Level A

#I - Personal Maintenance

I.A.1. _____Toilets Independently

I.A.2. _____Washes and Dries Hands on Command

I.A.3. _____Washes and Dries Face on Command

I.A.4. _____Washes and Dries Hands and Face Independently

I.A.5. _____Bathes Self

I.A.6. _____Maintains Personal Cleanliness by Bathing

I.A.7. _____Keeps Self Without Body Odor

I.A.8. _____Comb/Brushes Hair Without Assistance

I.A.9. _____Washes Hair on Command

I.A.10. _____Keeps Hair Clean

I.A.11. _____Brushes Teeth on Command

I.A.12. _____Brushes Teeth Independently

I.A.13. _____Shaves Self on Command

I.A.14. _____Shaves Self Independently

I.A.15. _____Cares for Skin

I.A.16. _____Cares for Fingernails

I.A.17. _____Cares for Toenails

#II - Dressing and Clothing Care

II.A.1. _____Removes Clothing on Request

II.A.2. _____Puts on Underwear

II.A.3. _____Puts on Pants (Dress)

II.A.4. _____Puts on Blouse/Shirt

II.A.5. _____Puts on Socks

II.A.6. _____Puts on Shoes

II.A.7. _____Fastens and Unfastens Clothing

II.A.8. _____Dresses Independently

#III - Eating and Food Management

III.A.1. _____Feeds Self with Fingers

III.A.2. _____Eats with Spoon Independently

III.A.3. _____Uses Fork Correctly

III.A.4. _____Uses Knife Correctly

#IV - Social Behavior

IV.A.1. _____Exhibits Self Control

IV.A.2. _____Demonstrates No Stereotype Behaviors

IV.A.3. _____Responds to Physical Prompts

IV.A.4. _____Responds to Verbal (Signed) Cue

#V - EXPRESSIVE SKILLS

V.A.1. _____Indicates Needs

V.A.2. _____Attempts to Communicate

V.A.3. _____Responds to Emotions

#VI - Home Living

VI.A.1. _____Makes Bed

VI.A.2. _____Sets Table

VI.A.3. _____Clears and Cleans Table

VI.A.4. _____Washes Dishes

VI.A.5. _____Dries and Stores Dishes

VI.A.6. _____Disposes of Trash

VI.A.7. _____Dusts

VI.A.8. _____Cleans Mirrors and Windows

VI.A.9. _____Scours Sink

VI.A.10. _____Scours Toilet

VI.A.11. _____Scours Tub

VI.A.12. _____Cleans Floors

#VII - Money Management

VII.A.1. _____Identifies Real Money

VII.A.2. _____Makes A Small Purchase

VII.A.3. _____Earns Money

#VIII - Time and Utilization

VIII.A.1. _____Gets Up

VIII.A.2. _____Goes To Meals

VIII.A.3. _____Goes To Bed

#IX - Recreation and Leisure Skills

IX.A.1. _____Reaches and Grasps Object

IX.A.2. _____Maintains Body Balance During Ambulation

IX.A.3. _____Demonstrates Spatial Orientation

IX.A.4. _____Demonstrates Manipulative Skills

#X - Community Awareness and Utilization

X.A.1. _____Discriminates Facilities

X.A.2. _____Identifies Functions of Facilities

X.A.3. _____Identifies Appropriate Buildings

Scoring Criteria

(1) "Not Required" = the parents (home) do not require the behavioral skill.

(2) "Required But Assistance Provided" = the home environment requires the skill, but the parents assist (verbally or physically) the student's performance of the skill.

(3) "Independence Required" = student needs to demonstrate the behavior skill on own and without prompts or assistance.

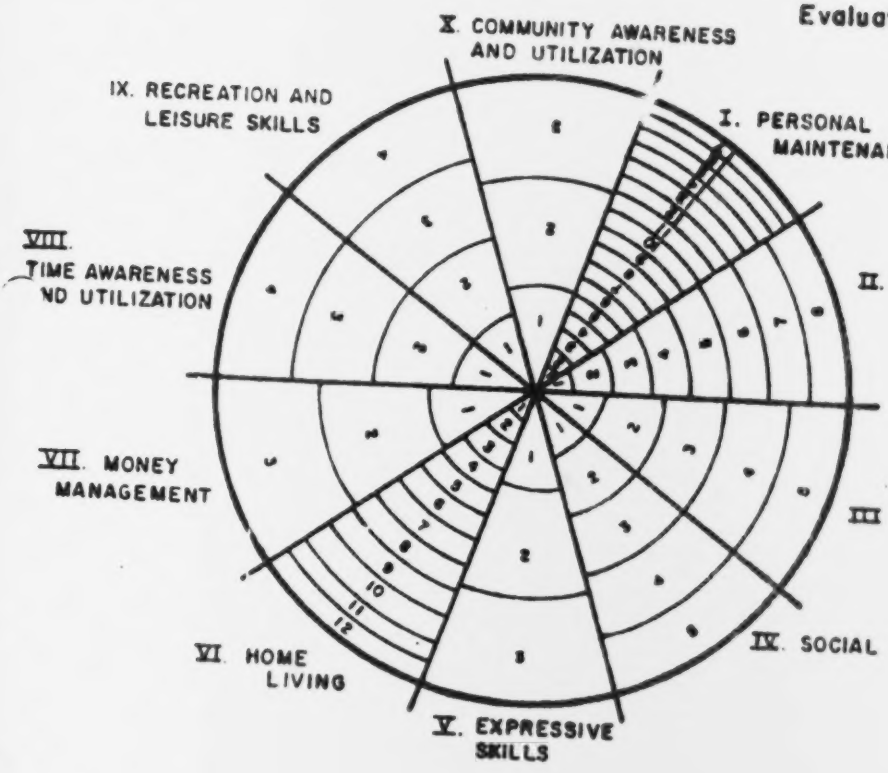
COMMUNITY LIVING

FACILITY ENVIRONMENTAL ANALYSIS PROFILE

NAME _____

Date _____

Evaluator _____


X. COMMUNITY AWARENESS AND UTILIZATION
I. PERSONAL MAINTENANCE
II. DRESSING AND CLOTHING CARE
III EATING & FOOD MANAGEMENT
IV. SOCIAL BEHAVIOR
V. EXPRESSIVE SKILLS
VI. HOME LIVING
VII. MONEY MANAGEMENT
VIII. TIME AWARENESS ND UTILIZATION
IX. RECREATION AND LEISURE SKILLS

Level A (Elementary)

VOCATIONAL TRAINING SCORING SHEET
Pre-Vocational Elementary

Prevocational - Extended Employment
Phase 1

I. Self Help Skills

A.1. _____Dresses Independently

A.2. _____Wears Appropriate Clothing

A.3. _____Cares for Clothing

B.1. _____Enhances Personal Appearance

B.2. _____Clean Nails and Hands

B.3. _____Clean Face

B.4. _____Breath Control

B.5. _____Clean Teeth

B.6. _____Controls Body Odor

B.7. _____Keeps Hair Clean and Reasonably Neat

B.8. _____Correct Use of Prosthetics

B.9. _____Uses Handkerchief or Kleenex

II. Personal/Interpersonal Behaviors

A.1. _____Verbally or Motorically Expresses Emotions

A.2. _____Controls Emotions

A.3. _____Uses Break Appropriately

B.1. _____Identifies Facial Emotions in Other People

B.2. _____Understands Different Voice Inflections

B.3. _____Understands Different Gestures Made by People

B.4. _____Demonstrates Acceptable Social Etiquette

B.5. _____Is not Overly Dependent or Demanding

C.1. _____Associates Effort Expended with Reinforcement

C.2. _____Expresses Reinforcement Preferences

D.1. _____Knows Consequences of Behavior

D.2. Behaves Sexually in Ways Consistent With Social

III. Information Processing

A.1. _____Visual Attention

A.2. _____Visual Tracking

A.3. _____ Figure-Ground Discrimination

A.4. _____Visual Closure

A.5. _____Visual Memory-Non-Sequential

A.6. _____Visual Memory-Sequential

A.7. _____Visual Association

B.1. _____Auditory Attention

B.2. _____Auditory Discrimination

B.3. _____Auditory Memory

B.4. _____Auditory Association

C.1. _____Identifies Objects by Touch

C.2. _____Identifies Textures by Touch

C.3. _____Identifies Different Temperatures

C.4. _____Identifies Different Odors

D.1. _____Understands Prepositions

D.2. _____Understands Comparative Adjectives

D.3. _____Matches to Sample

D.4. _____Sees Likenesses and Differences

IV. Learning/Coping Strategies

A.1. _____Demonstrates Sequential Visible Displacement

A.2. _____Follows One-Step Directions

A.3. _____Follows Two-Step Directions

A.4. _____Follows Three-Step Directions

B.1. _____Assembles Object with Modeling

B.2. _____Assembles Object with Verbal Directions

C.1. _____Demonstrates Response Generalization-Across Staff

C.2. _____Demonstrates Response Generalization-Across Situations

C.3. _____Demonstrates Coping Behaviors

V. Prevocational Skills

A.1. _____Eye-Hand Tracking

A.2. _____Fine-Motor Coordination

A.3. _____Traces

A.4. _____Copies From a Model

B.1. _____Sorts by Shapes

B.2. _____Sorts by Color

B.3. _____Sorts by Size

C.1. _____Names Numbers

C.2. _____Writes Numbers

C.3. _____Counts Concrete Objec's

C.4. _____Associates Number Symbol With Objects and Number Name

D.1. _____Collates

D.2. _____Folds, Staples, Labels and Stuffs

D.3. _____Assembles a Pipe Union Assembly

D.4. _____Assembles a Cycle Brake (Hub) With Verbal Cues

Scoring Criteria

(1) "Not Required" = the parents (home) do not require the behavioral skill.

(2) "Required But Assistance Provided" = the home environment requires the skill, but the parents assist (verbally or physically) the student's perfromance of the skill.

(3) "Independence Required" = student needs to demonstrate the behavior skill on on own and without prompts or assistance.

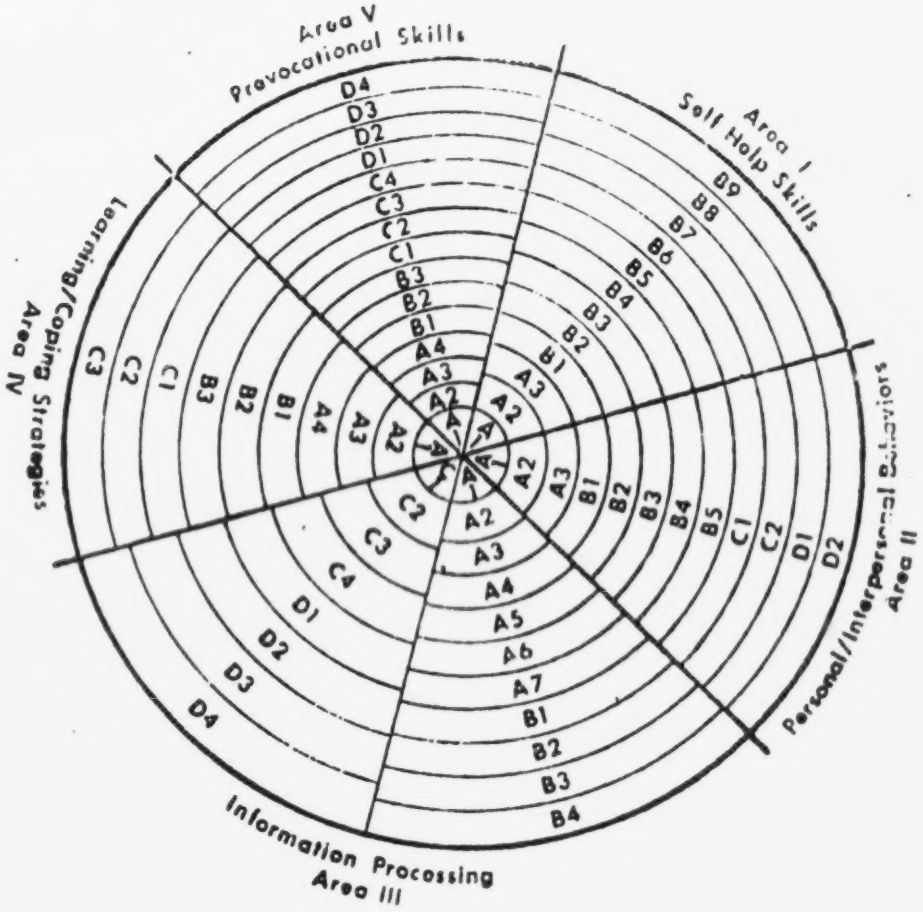
VOCATIONAL TRAINING/PLACEMENT ENVIRONMENTAL ANALYSIS PROFILE

(Elementary)

Name_____

Date/Baseline_____

Evaluator_____



B. Developing The Student's Skill Profile

1. Behavioral Skill Level. Reference was made in Part I to the concept of person-environmental assessment. This requires that once the environmental requirements have been assessed (as discussed in Section A), then the student's skill level needs to be assessed on the same skills as evaluated in reference to the environmental requirements. The procedures for completing this assessment for both community living and vocational skills are described below:

a. Evaluate the person on those skills listed previously on the Scoring Sheets entitled:

"Community Living Skills Scoring Sheet - Level A Elementary"
"Vocational Training Scoring Sheet - Pre-Vocational Elementary"

b. Use the following scoring criteria:

(1) Does Skill Independently = student demonstrates skill (use of prosthetics is acceptable) without prompts or without assistance.

(2) Does Skill With Assistance = student demonstrates skill, but needs one or more of the following: (a) verbal prompts or (b) verbal reminders

(3) Does Not Do = student does not, cannot, or will not do; or does do, but with physical assistance or after modeling.

c. Transfer the results obtained from steps a and b onto the "Student's Behavioral Skill Profile" using the

-Refer to Skill Profile-

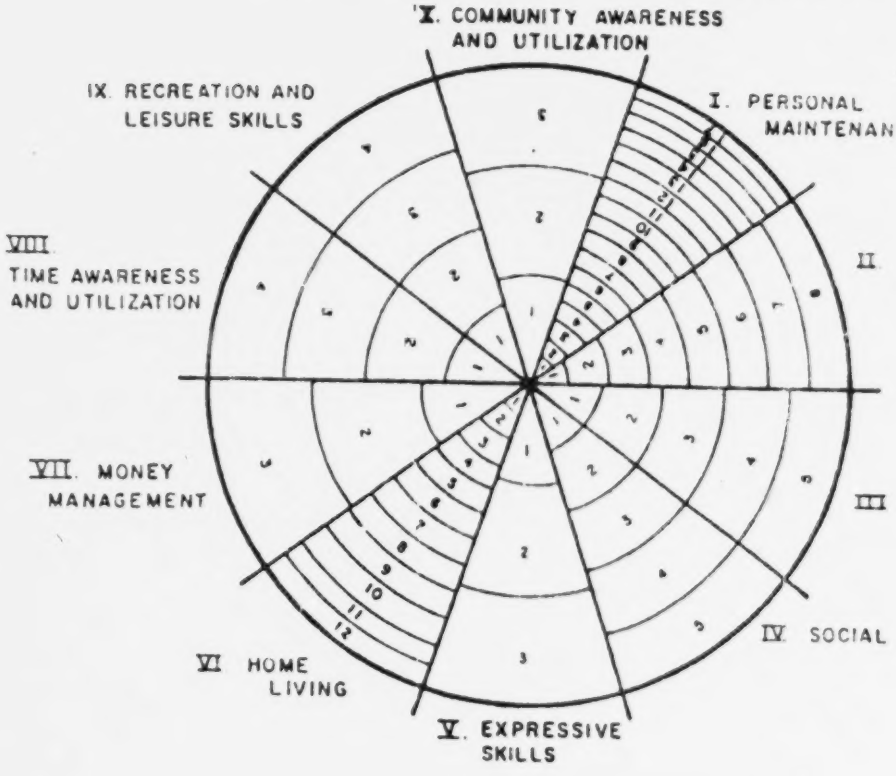
following procedures:

(1) Darken the area if skill is done independently.

(2) Slash the area if assistance is needed

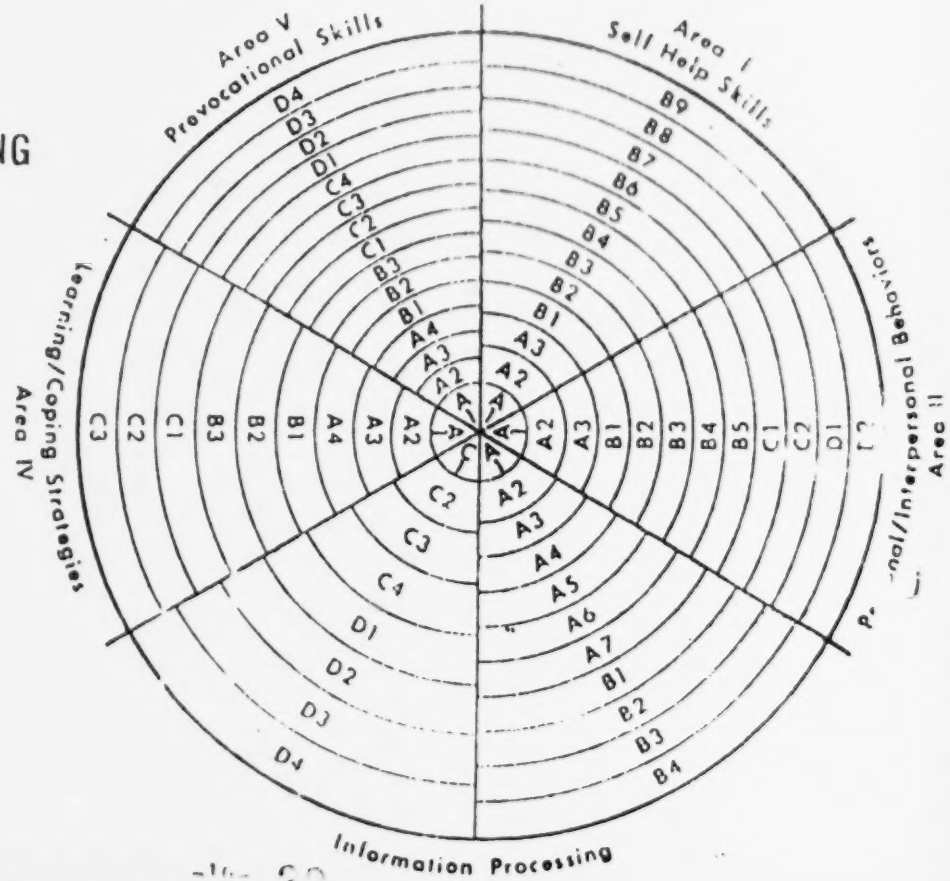
(3) Leave blank if the person does not do the skill.

COMMUNITY LIVING SKILLS


X. COMMUNITY AWARENESS AND UTILIZATION
I. PERSONAL MAINTENANCE
II DRESSING AND CLOTHING CARE
III EATING & FOOD MANAGEMENT
IV SOCIAL BEHAVIOR
V. EXPRESSIVE SKILLS
VI HOME LIVING
VII. MONEY MANAGEMENT
VIII TIME AWARENESS AND UTILIZATION
IX. RECREATION AND LEISURE SKILLS

Level A

VOCATIONAL TRAINING



The Student's Skill Profile should also include:

1. Communication - Summarize the student's communication skills as they relate to the above environmental requirements.

2. Sensori-Motor - Same as communication

3. Cognitive-Academic - Summarize the student's cognitive and academic skills as they relate to the environmental requirements.

4. Social Competencies - Summarize the student's social behavior/competence as it relates to the environmental requirements.

5. Grade Level Equivalencies - Summarize the student's grade level equivalencies when appropriate, ie, reading and math.

The above skill areas should be completed by the respective assessment team member and be included on page 2 of the student's Individual Education Plan.

C. Discrepancy Ananlysis

1. Analysis Procedures. There are two procedures to use in completing a discrepancy analysis. The first is to compare the student's skill profile with the environmental requirements on the basis of the comparison, pay particular attention to discrepancies that can be reduced through skill training possibilities, prosthetics, and/or environmental modification. The second is to develop goals and objectives based on this discrepancy analysis.

2. Decision Rules. Once discrepancies are between the student's skill level and the environment's skill requirements, then the decision needs to be made regarding how best to reduce the discrepancy. Two techniques - using mechanical prosthetics and physically modifying the environment - are described fully in the manual entitled, Ecobehavioral Analysis and Augmentation Habilitation Techniques (available from Mid-Nebraska Mental Retardation Services, Inc., Hastings, Nebraska 68901). The material which follows relates to the decision rules pertinent to behavioral skill training.

Historically, the major focus of special education has been on the student's acquisition of specific behavioral skills assumed necessary to adapt successfully to one's environment. While it is still critical for a person to acquire behavioral skills or competencies, the conceptual basis for behavioral skill training has recently shifted to focusing more on functional skills that the person will actually need in his/her present and subsequent environments. This shift is reflected in the emphasis concepts of relevant criterion environments, criterion of ultimate functioning, and the functionality of a limited number of skills (Brown, et al., 1976 and 1979). The shift is also reflected in Mid-Nebraska's emphasis in training in the natural environment and selecting the specific skills to teach within that environment on the basis of the discrepancy analysis just described.

D. Developing the IEP

All of the input is now available for the IEP Team to develop the student's IEP. This input includes: (1) the environmental requirement as reflected in the parent's survey and environmental profiles; (2) The student's skill profile; and (3) the discrepancy analysis which has resulted in both an identification of mismatched skills and the selection of techniques to reduce the "mismatch" or "incongruence" between the elementary student and his/her environments.

On the accompanying pages the reader will find: (1) the IEP format that should be used to develop the student's IEP; and (2) an actual IEP example that reflects the implementation of the three data sets referenced above. Following the IEP example, the reader will find Section E entitled , "Evaluating The IEP".

INDIVIDUALIZED EDUCATIONAL PLAN

FOR

_____

School Year 19_____to 19_____

Entry date into program for current year: _____

Date IEP Prepared:_____Grade: _____

Age:_____Date of Birth: _____

Resident School District:_____School District Attending: _____

Most recent verification: 1)_____Date: _____

2)_____ _____Date: _____

Date of initial program entry: _____

PARTICIPANTS IN IEP DEVELOPMENT AND REVIEW (Signatures) **Date Signed**

Parent _____ _____

Student _____ _____

SPED Teacher _____ _____

Speech/Language Pathologist _____ _____

Admin. Representative _____ _____

Other (Specify)_____ _____

_____ _____

Classroom Teacher _____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____

_____Parents initial here to verify receipt of Parent Rights Information and NDE Right to An Education.

Name_____

Summary Statement of Present Levels of Educational Performance and Development: (Areas to be summarized include: (1) environmental requirements; (2) student's skill profiles; and (3) discrepancy analysis).

A. Summary of Environmental Requirements Obtained From:

1. Parent Survey

2. CLS/VT Environmental Assessments

B. Summary of the Student's Skill Profile

1. Behavioral Skill Level (CLS/VT)

2. Communication Skills

3. Sensorimotor Skills

4. Cognitive - Academic Skills

5. Social Competencies

6. Grade Level Equivalencies

C. Results of Discrepancy Analysis

Name_____

2. Specific Special Education and Related Services to be Provided:

Speech:

Resource:

PE/Music

3. Annual Goals (attach short-term instructional objectives):

a. Each student should have four goals. One goal should relate to each of the following areas:

(1) Independent Living (Independence)

(2) Vocational (Productivity)

(3) Community Integration (Recreation & Leisure is a part of Community Integration)

(4) Functional Academics

b. Short Term Objective sheets should be attached to IEP.

4. Amount and Type of Integration With Regular Program:
(Insert here all interaction with regular education students.)

5. Services projected from _____ to _____
(month) (day) (year) (month) (year)

6. Other Recommendations: (include transportation when appropriate)

NAME _____ CS _____ VT _____ INSTRUCTOR _____

BEHAVIORAL SKILL: _____ Start date: _____ Stop date: _____

Primary Learning Channel: Auditory _____ Visual _____ Haptic _____ Recommendations: _____

Behavioral Objectives:

Strategy:

Initial:

Location: Center ___ Residence ___ Other _____

DAYS RUN: M T W TH F S S

Date/Time

E. Evaluating the IEP

1. Skill Acquisition Index (SAI). A measure of the outcomes from educational services is the computing of an SAI that summarizes the CLS/VT skills gained during the year. The formula for computing the SAI is:

$$SAI = \frac{\text{Number of Skills Gained/Time Period}}{\text{Number of Skills in the Domain}}$$

This reassessment should be completed prior to the student's IEP. It should be reported on the IEP within the section entitled, "Summary of The Student's Skill Profile" (page 2).

2. Objectives Achieved. The number of short term objectives achieved should also be summarized every nine weeks.

INDIVIDUALIZED EDUCATIONAL PLAN

FOR

_____

School Year 19 84 to 19 85

Entry date into program for current year: _____

Date IEP Prepared: 3-25-85 Grade: _____

Age: 11 Date of Birth: 6-15-73

Resident School District: Hastings School District Attending: Hastings

Most recent verification: 1) EMH Date: 5-15-84

2) SLH Date: 5-15-84

Date of initial program entry: _____

PARTICIPANTS IN IEP DEVELOPMENT AND REVIEW (Signatures)	**Date Signed**
Parent Nancy J.	3-27-85
Student	
SPED Teacher (DTP) Susan J.	3-27-85
Speech/Language Pathologist	
Admin. Representative Judy P., DTP Supervisor	3-27-85
Other (Specify) Mary F., P.E., Music	3-27-85
Classroom Teacher	

N.J. Parents initial here to verify receipt of Parent Rights Information and NDE Right to An Education.

Name_____

1. Summary Statement of Present Levels of Educational Performance and Development. (Areas which describe educational performance and developmental skills may include, but are not limited to: communication development, motor development including sensory, gross, fine, and visual, social-emotional development, self-help skills, and learning characteristics.)

As related to: Environmental Requirements, Student's Skill Profile and discrepancies between the two:

A. Environmental Requirements

1. Parent Survey - has not returned from home
2. Community Living Skills Profile attached
3. Vocational

Independent Living Skills - Student is able to do many tasks independently at home, however needs to increase skill level on more advanced tasks. Mother sees him living semi-independently.

Community Integration - Student does a lot of shopping with mother and can find items most of the time. He knows how to get around his own neighborhood by bicycle, however needs to learn way around community better. Does well using restaurants.

Vocational - Student does well working under constant supervision. Needs to increase ability of working without supervision.

B. Student Skill Profile

1. Communication attached

C. Discrepancy Analysis

Independent Living - Student's parents would like him to increase on home living skills such as learning a variety of ways of cooking and improving his cleaning skills.

D. Community Integration - Student's mother would like him to be able to find his way around the downtown area using safety skills.

E. Vocational Training - Student will need to increase his ability to follow directions independently without supervision and remain on task.

F. Recreation/Leisure - Student will need to learn how to use leisure time more appropriately.

G. Functional Academics - Reading: Student will be able to write and read stories from language experience activities. Student will increase his basic functional sign vocabulary. Math: Student will increase knowledge of counting money and making change. Student also needs to increase time awareness skills.

Name_____

1. Summary Statement of Present Levels of Educational Performance and Development: (Areas which describe educational performance and developmental skills may include, but are not limited to: communication development, motor development including sensory, gross, fine, and visual, social-emotional development, self-help skills, and learning characteristics.)

This evaluation and report are based on a language sample and classroom performance and observation. Student was initially an unwilling minimal communicator this year. As the other students and teachers reinforced the student during the school year the student has begun to be a more active participant in activities/sessions. The student's speech is easy to understand although, at times, he still does not expresss himself in a complete idea or relationship though he is able to do so.

Student has some difficulty using specific words (lexical tags), although this has also improved as the year has progressed. For example when telling the clinician about how to play Battleship, he said, "You gotta try and get all of the ships sinked. Like ya go A-4 and then ya go and sink the ship. Ya gotta get all the numbers." Student uses many nonspecific words due to his inability to attach words which are more abstract.

Student also has some difficulty expressing a complete unique relationship as he has difficulty organizing his language to discuss his environment. He may either express only part of the sentence (relationship) or confuse words so the resulting message is not clear to the listener. For example, when telling the clinician about Special Olympics bowling:

Clinician: "When did you go to the Ponderosa?"
Student: "About 1:00. I even got to see Jeff."
Clinician: "Jeff?"
Student: "That kid that has a (pause) hurt leg."
Clinician: "Do I know him?"
Student: "He was in Miss (pause) Miss Brown's class."

Visual cues (hand on) assist student's performance as he can better deal with visually presented information. It makes information more meaningful for student.

This year we have concentrated on group sessions with student being provided multiple opportunities to appropriately express various relationships using more specific words for clearer understanding of the message by the listener. An interactive reading approach, focusing on overall meaning and using contextual cues, has been used.

Annual Goal: Student will appropriately express relationships with specific words so that the intended meaning is clearer to the listener.

Name _____

2. Specific Special Education and Related Services to be Provided:

Student will receive adaptive PE and music twice per week for half-time. Student will receive speech and language services within a group setting for three hours per week.

3. Annual Goals (attach short-term instructional objectives):

Independent Living - Student will increase his basic cooking skills and student will increase his home living (cleaning) skills.

Community Living - Student will be able to find his way around downtown Hastings using safety skills.

Vocational Skills - Student will increase his ability to work independently on task without supervision. Student will be able to follow three-step directions.

Recreation/Leisure - Student will learn to choose activities during his leisure time that are appropriate for age and situations involved.

Functional Reading - Student will be able to create and read stories. Student will increase knowledge and understanding of basic functional signs.

Math - Student will increase knowledge of counting money and making change. Student will also increase level of time awareness.

Mobility - Student will improve in all areas of motor development with emphasis in coordination.

Independent Living - Student will improve swimming skills and will participate in music activities. Student will participate in Special Olympics.

Speech-Language - Student will appropriately express relationships with specific words so that the intended meaning is clearer to the listener.

4. Amount and Type of Integration With Regular Program:

Student will be in regular lunch mods, regular outdoor programs and passing time.

5. Services projected from 8-28-84 (month) (day) (year) to 5-30-85 (month) (year)

6. Other Recommendations: (include transportation when appropriate)

NAME _____ DATE _____ IEP

AREA	SHORT TERM INSTRUCTIONAL OBJECTIVES	PROCEDURES/TECHNIQUES AND MATERIALS	OBSERVATIONS/EVALUATIONS	EDUCATIONAL PERSONNEL	DATE REVISED OR ADDED	DATE ATTAINED
Language Cognitive/ Social	Student will express a variety of basic relationships involving ongoing activity/events about meaningful activity/gestures to a listener with cues as necessary. During expression of these relationships the following objectives will be incorporated: A. Student will use specific and appropriate words to refer to agents/activities/objects and/or locations. B. Student will extend the meaning of the expressed relationships by adding various content words, ie: spatial/locative markers; quantity markers; agency markers; activity markers. C. Student will modulate the meaning of expressed relationships by adding tense markers to appropriately reflect the temporal nature of the relationship. D. Student will express 2-3 different relationships about one event in logical order. E. Student will combine 2 ideas/ activities into one relationship.	Small group language sessions in classrom. Emphasis on meaningful pictures/stories/activities aimed toward compensatory strategies. Expression of speech acts to affect a listener for social consequences. Aim for increased complexity of expressed relationship.	Language samples recorded Classroom observation Teacher/aide reports	Speech/Language Pathologist, carryover by classroom teacher/aide.	3-85 3-85 3-85 3-85	

CRG = Criterion Referenced Graphing O/C = Observations & Conferences
PPT = Pre- and Post-Testing *O = Other (Explain)

NAME _____ DATE _____ IEP

AREA	SHORT TERM INSTRUCTIONAL OBJECTIVES	PROCEDURES/TECHNIQUES AND MATERIALS	OBSERVATIONS/EVALUATIONS	EDUCATIONAL PERSONNEL	DATE REVISED OR ADDED	DATE ATTAINED
	F. Student will combine 2 prepositions with spatial - temporal markers when given a previous model/cue.	Same as Pg. 1	Same as Pg. 1			3/85
	G. Student will decrease the amount of off-task/socially inappropriate comments/behaviors; non-specific referents, omission of referents and static type expressions.					3/85
87						

CRG = Criterion Referenced Graphing
PPT = Pre- and Post-Testing
O/C = Observations & Conferences
*O = Other (Explain)

NAME _____ DATE _____

PE twice per wk.
Swimming once per wk.
Musi_ - twice per wk.

IEP

AREA	SHORT TERM INSTRUCTIONAL OBJECTIVES	PROCEDURES/TECHNIQUES AND MATERIALS	OBSERVATIONS/EVALUATIONS	EDUCATIONAL PERSONNEL	DATE REVISED OR ADDED	DATE ATTAINED
Mobility - Coordination 1. eye-hand 2. eye-foot 3. directionality Capacity for Indpendent Living - 1. Advance swim skills (diving, underwater swim, using masks, advanced strokes) 2. Music a. singing b. music appreciation 3. Special Olympics		1. Hubbard "I Can" series 2. "Adapted PE" Vannice, Foster, Gallahue 3. "Adapted PE" - Fait 4. DTP Guide 5. Adapted Aquatics Red Cross 6. Bomar Music Series 7. American Singer Series 8. Weekly Pop charts				

CRG = Criterion Referenced Graphing
PPT = Pre- and Post-Testing
O/C = Observations & Conferences
*O = Other (Explain)

NAME _____ DATE _____ IEP

AREA	SHORT TERM INSTRUCTIONAL OBJECTIVES	PROCEDURES/TECHNIQUES AND MATERIALS	OBSERVATIONS/EVALUATIONS	EDUCATIONAL PERSONNEL	DATE REVISED OR ADDED	DATE ATTAINED
Reading	Given a story that student has created, student will be able to read the story within the same work setting using picture cues. Given a story that student has helped create, he will be able to read the stories without reminders of picture cues. Given a story which student has helped to create, he will be able to read the story without picture cues within the same work setting.	Pragmatacisim Methodology Student will help to create the stories and the teacher will write it down for him and add picture cues. Student will read the story with cues and slowly without.	Observations and Conf.	Teacher Aide		cont. 85-
	Student will be able to read a list of functional signs given to him with 85% accuracy. Student will be able to use the functional signs given to him in a sentence expressing their meaning with 70% accuracy.	Functional signs	Criterion Referenced Graphing Observations & Conferences			

C 41 42

CRG = Criterion Referenced Graphing O/C = Observations & Conferences
PPT = Pre- and Post-Testing *O = Other (Explain)

NAME _____ DATE _____ IEP

AREA	SHORT TERM INSTRUCTIONAL OBJECTIVES	PROCEDURES/TECHNIQUES AND MATERIALS	OBSERVATIONS/EVALUATIONS	EDUCATIONAL PERSONNEL	DATE REVISED OR ADDED	DATE ATTAINED
MATH						
MATH	Student will be able to identify coins and bills by name and value with 95% accuracy	Practice 3 times per wk., Test 1 time per wk.	Observations & Conf.	Teacher Aide		5-6-85
	Student will be able to place coins and bills in order of value (bigger to smaller) with 75% accuracy.	"	Student can count money 75% of the time.			
	Student will be able to add up varieties of amounts of coins with 95% accuracy.	"				
	Student will be able to add up varieties of amounts of coins and bills with 80% accuracy.	"		Teacher Aide		
	Student, given an amount of an item and an amount of money, will be able to give back correct change with 75% accuracy.	"		"		5-15-85 continue fo 1985-86
	Student will be able to tell time to the minute w/90% accuracy	Practice 3 times wk. Test 1 time per wk.	Observations & conf.	Teacher Aide		68% 5/15/
	Student will be able to determine approx. times certain activities will take place w/ 75% accuracy.			Aide		
	Student will be able to determine approx. length of time it takes for activities w/ 65% accuracy		Observation & Conf.	Teacher Aide		

CRG = Criterion Referenced Graphing O/C = Observations & Conferences
PPT = Pre- and Post-Testing *O = Other (Explain)

Revised 9/83

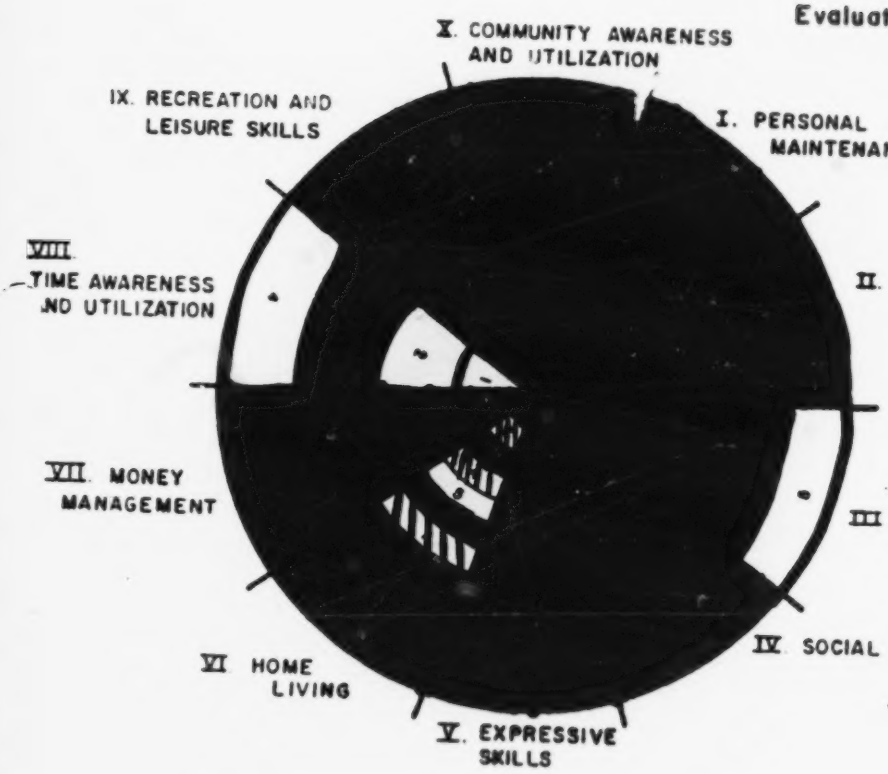
COMMUNITY LIVING

FACILITY ENVIRONMENTAL ANALYSIS PROFILE

NAME _____

Date _____

Evaluator _____


X. COMMUNITY AWARENESS AND UTILIZATION
I. PERSONAL MAINTENANCE
II. DRESSING AND CLOTHING CARE
III EATING & FOOD MANAGEMENT
IV SOCIAL BEHAVIOR
V. EXPRESSIVE SKILLS
VI HOME LIVING
VII. MONEY MANAGEMENT
VIII TIME AWARENESS ND UTILIZATION
IX. RECREATION AND LEISURE SKILLS

Level A (Elementary)

PART III: IMPLEMENTING AND EVALUATING THE MODEL AT THE SECONDARY LEVEL

A. Assessing The Environmental Requirements

1. Parent Survey. One of the most important "inputs" to a student's IEP is parental attitudes and expectations towards their child's eventual living, working and community integration goals. This input is obtained yearly by the teacher sitting down with the parent and completing the "Parent Survey - Secondary". This survey is found on the following two pages.

2. CLS/VT Environments. Transitioning students into environments characterized as more independent, productive and community integrated requires an assessment of those future environments, and which specific skills they require. The procedures for completing those assessments are detailed on subsequent pages.

a. Community Living Skills. Use the following procedures to evaluate the skills required by the student's anticipated living environment.

(1) Identify the client's next community living environment. Use the following array of Community Living Alternatives to identify the client's next logical environment. Place the appropriate term in the upper right ("Facility:_____").

COMMUNITY LIVING ALTERNATIVES

SUPERVISED LIVING
- -ICFMR
- -Natural Home
- -Group Home

SEMI-INDEPENDENT LIVING
- -Certified Foster Home
- -Extended Family
- -Board and Room

SEMI-INDEPENDENT LIVING (cont.)
- -Transitional Living Unit
- -Supported Apartment

INDEPENDENT LIVING
- -Cooperative Living
- -Independent Housing

(2) Become familiar with that environment through observation, or staff interviews. IT IS ESSENTIAL THAT YOU ARE VERY FAMILIAR WITH THE ENVIRONMENT BEFORE COMPLETING THE COMMUNITY LIVING FACILITY PROFILE as outlined in Instructional Step "C". The focus of your observations should be on the specific behavioral skills required by the environment of those persons who are currently living there successfully.

(3) Evaluate the skills required by the respective environment. The evaluation is completed on the accompanying scoring sheet entitled, "Community Living Skills Scoring Sheet - Secondary"

In evaluating the skills required by the environment, use the following criteria:

(a) "Not Required" = environment does not require the behavioral skill for successful adjustment/adaptation to the environment.

(b) "Required But Assistance Provided" = environment requires the behavioral skill, but the environment provides one or more of the following:

(1) 1-2 verbal prompts (immediate verbal direction)

(2) 1-2 verbal reminders (reminding to do at a later time)

(3) 1-2 modeled responses

(4) physical assistance

(c) "Independence Required"= person needs to demonstrate the behavioral skill on own and without prompts or assistance. If the client can use a prosthetic to demonstrate the skill, score as "Independence Required".

(4) Complete the Community Living Facility (CL) Profile. Once the evaluation is completed, transfer the results onto the accompanying "Community Living Facility: Environmental Analysis Profile". In developing this profile (Refer to Profile) use the following procedures:

(a) Darken the corresponding area on the Profile for those Independence Required Skills.

(b) Slash the corresponding area on the Profile for those Required But Assistance Provided Skills.

(c) Leave Blank the corresponding area if the skill is not required.

(5) Vocational Skills. Use the following procedures to evaluate the skills required by the student's anticipated working environment:

(1) Identify the next vocational training/placement evironment.

(2) Become familiar with that enviroment through observation or staff interviews. IT IS ESSENTIAL THAT YOU ARE VERY FAMILIAR WITH THE ENVIRONMENT BEFORE COMPLETING THE VOCATIONAL TRAINING/PLACEMENT FACILITY as outlined in Instructional Step "C". The focus of your observations should be on the specific behavioral skills required by the environment of those persons who are currently working there successfully.

(3) Evaluate the skills required by the respective environment. The evaluation is completed on the accompanying Scoring Sheet entitled "Vocational Training Skills Scoring Sheet - Secondary". In evaluating (refer to Scoring Sheet) the skills required by the environment, use the following criteria:

(a) "Not Required" = environment does not require the behavioral skill of successful adjustment/adaptation to the environment.

(b) "Required, But Assistance Provided" = environment requires the behavioral skill, but the environment provides one or more of the following:

1-2 verbal prompts (immediate verbal direction)
1-2 verbal reminders (reminding to do at a later time)
1-2 modeled responses
physical assistance

(c) "Independence Required" = person needs to demonstrate the behavioral skill on own and without prompts or assistance. If the client can use a prosthetic to demonstrate skill, score as "Independence Required".

(6) Complete the Vocational Training/Placement (VTP) Facility Profile Once the evaluation is completed transfer the results onto the accompanying "Vocational Training/Placement Facility Environmental Analysis Profile" (Refer to Profile.) In developing the profile use the following criteria:

(a) Darken the corresponding area on the Profile for those Independent Required Skills.

(b) Slash the corresponding area on the Profile for those Required But Assistance Provided Skills.

(c) Leave Blank the corresponding area if the skill is not required.

PARENT SURVEY

(SECONDARY)

Student Name: _____

Age/Program: _____

Date: _____

Teacher: _____

Form Completed By: _____

I. Independent Living:

1. Jobs and/or chores your child has some responsibility in doing:

   A. Can they do it independently?

   B. If not, what parts can't they do?

2. What day-to-day jobs/chores do you want or wish they could do? (Making beds, do dishes, laundry, housekeeping, etc.)

3. What self-help skills (grooming, toileting, eating, etc.) does your child need to learn?

4. Does your child follow a good diet?

   A. What are his/her favorite foods?

5. Does your child follow a daily exercise program? If so, what does it consist of?

6. If there was one responsibility you would like your child to be able to do at home, what would it be?

7. Can your home be used as a training site for your child's domestic skill development?

8. What are your residential goals for your child at the age of 21?

Comments/Concerns:

II. Vocational

1. If you were to choose a vocation/job for your child, what would it be?

2. What are your vocational goals for your child at the age of 21?

_____Sheltered workshop

_____Competitive employment

_____No vocational plans

_____Community employment with or without pay

Comments/Concerns

III. Community Integration

1. Does your child go to different stores with you?

   A. Is he/she able to help in any way?

      How?

2. What grocery stores do you shop at?

3. What other (department) stores do you shop in?

4. What restaurants does your family go to?

5. What form of transportation does your child use other than family car?

6. Can your child use the telephone independently?

7. In an emergency, could your child seek help?

8. What recreation/leisure activities do you and your son/daughter participate in together?

Activity	Location
_____	_____
_____	_____
_____	_____

9. What recreation/leisure activity does your son/daughter do alone? (Include hobbies, etc.)

Activity	Location
_____	_____
_____	_____
_____	_____

Comments/Concerns:

Level B

#I - Personal Maintenance

I.B.1. _____Takes Temperature

I.B.2. _____Identifies Correct Response to Elevated Temperature

I.B.3. _____Identifies Infection or Sores

I.B.4. _____Demonstrates First Aid for Cuts and Scratches

I.B.5. _____Demonstrates First Aid for Burns

I.B.6. _____Demonstrates First Aid for Choking

#II - Dressing and Clothing Care

II.B.1. _____Collects Dirty Clothes

II.B.2. _____Sorts Clothes

II.B.3. _____Measures and Adds Additives

II.B.4. _____Uses Automatic Washer

II.B.5. _____Uses Automatic Dryer

II.B.6. _____Hangs Clothes

II.B.7. _____Folds Clothes and Linens

II.B.8. _____Stores Clothes and Linens

#III - Eating and Food Management

III.B.1. _____Prepares Drink

III.B.2. _____Prepares Toast and Cold Cereal

III.B.3. _____Makes Sandwich

III.B.4. _____Makes Salad

III.B.5. _____Prepares Items By Boiling

III.B.6. _____Prepares Items By Baking

III.B.7. _____Prepares Items by Frying

III.B.8. _____Makes Simple Desserts

III.B.9. _____Prepares Meal by Making Casserole

III.B.10. _____Prepares Meal By Using A Crock Pot

III.B.11. ____Prepares Three Meals

III.B.12. _____Shops From Grocery List

III.B.13. _____Stores Groceries

#IV - Social Behavior

IV.B.1. _____Is Aware of Self

IV.B.2. _____Imitates Behavior

IV.B.3. _____Follows One-Step Directions

IV.B.4. _____Follows Two-Step Directions

IV.B.5. _____Demonstrates Appropriate Social Etiquette

IV.B.6. _____Understands Acceptable Behavior

IV.B.7. _____States Consequences of Unacceptable Behavior

IV.B.8. _____Exhibits Appropriate Social Behavior

#V - Expressive Skills

V.B.1. _____Imitates Familiar Words

V.B.2. _____Uses 10 Recognizable Words/Signs/Symbols

V.B.3. _____Combines Two or More Words/Signs/Symbols

V.B.4. _____Combines Words/Signs/Symbols Meaningfully

V.B.5. _____Uses Telephone

#VI - Home Living

VI.B.1. _____Handles Sharp Objects Carefully

VI.B.2. _____Shows Caution with Electricity

VI.B.3. _____Follows Precautions in Reference to Poisons

VI.B.4. _____Indicates Proper Response to Fire(s)

VI.B.5. _____Indicates Response to an Emergency

VI.B.6. _____Recognizes Who to Contact For Repairs

#VII - Money Management

VII.B.1. _____Controls Own Money For One Day

VII.B.2. _____Controls Own Money For One Week

VII.B.3. _____Equates Price with Money

VII.B.4. _____Determines Weekly Needs

VII.B.5. _____Compares Needs to Available Money

VII.B.6. _____Purchases Weekly

VII.B.7. _____Uses A Personal Money Management System

#VIII - Time Awareness and Utilization

VIII.B.1. _____Gets Up In Time

VIII.B.2. _____Gets To Training Area On Time

VIII.B.3. _____Shows Up At Meals On Time

VIII.B.4. _____Returns Home At Reasonable Time

VIII.B.5. _____Goes To Bed Within A Reasonable Hour

#IX - Recreation and Leisure Skills

IX.B.1. _____Participates In Passive Leisure Activities

IX.B.2. _____Maintains A Hobby (Solitary)

IX.B.3. _____Plays Table Games

IX.B.4. _____Does Physical Activities

IX.B.5. _____Participates in Interactive Activities

#X - Community Awareness and Utilization

X.B.1. _____Walks to End of Block and Returns

X.B.2. _____Uses Safety Precautions in Crossing Streets

X.B.3. _____Crosses Street With A Traffic Signal

X.B.4. _____Shows Precautions At Dangerous Intersections

X.B.5. _____Gets To/From Community

X.B.6. _____Uses Three or More Facilities

Level C

#I - Personal Maintenance

I.C.1. _____Identifies Medication and Medication Containers

I.C.2. _____Takes Medication Independently

#II - Dressing and Clothing Care

II.C.1. _____Maintains Clean Clothes

II.C.2. _____Keeps Clothes In Good Repair

II.C.3. _____Wears Clothes That Fit

II.C.4. _____Wears Clothes That Match

II.C.5. _____Wears Appropriate Clothes

#III - Eating and Food Management

III.C.1. _____Identifies Appropriate Foods

III.C.2. _____Prepares Balanced Meals

III.C.3. _____Prevents Spoilage

III.C.4. _____Maintains A Supply of Groceries

#IV - Social Behavior

IV.C.1. _____Associates With Others

IV.C.2. _____Is Considerate of Others

IV.C.3. _____Demonstrates Law-Abiding Behavior

IV.C.4. _____Behaves Sexually In Acceptable Ways

#V - Expressive Skills

V.C.1. _____Converses With Extramural Persons

V.C.2. _____Utilizes Language in the Community

#VI - Home Living

VI.C.1. _____Maintains Bedroom

VI.C.2. _____Maintains Kitchen

VI.C.3. _____Maintains Bathroom

VI.C.4. _____Maintains Living Room

VI.C.5. _____Handles An Emergency

VI.C.6. _____Obtains Necessary Repair

#VII - Money Management

VII.C.1. _____Carries System

VII.C.2. _____Operationalizes System

VII.C.3. _____Uses Money System Over Time With Reasonable Accuracy

#VIII - Time Awareness and Utilization

VIII.C.1. _____Follows A Daily Routine

VIII.C.2. _____Follows A Weekly Routine

VIII.C.3. _____Meets Non-Routine Commitment

#IX - Recreation and Leisure Skills

IX.C.1. _____Attends As A Spectator

IX.C.2. _____Attends and Participates

#X - Community Awareness and Utilization

X.C.1. _____Uses Beauty/Barber Shop

X.C.2. _____Uses Church or Social Organization

X.C.3. _____Uses Mail System

X.C.4. _____Uses Doctor/Dental Office

X.C.5. _____Uses Drug Store

X.C.6. _____Uses Bank

X.C.7. _____Uses Clothing Store

X.C.8. _____Uses Laundromat

X.C.9. _____Uses Grocery Store

X.C.10. _____Pays Bills

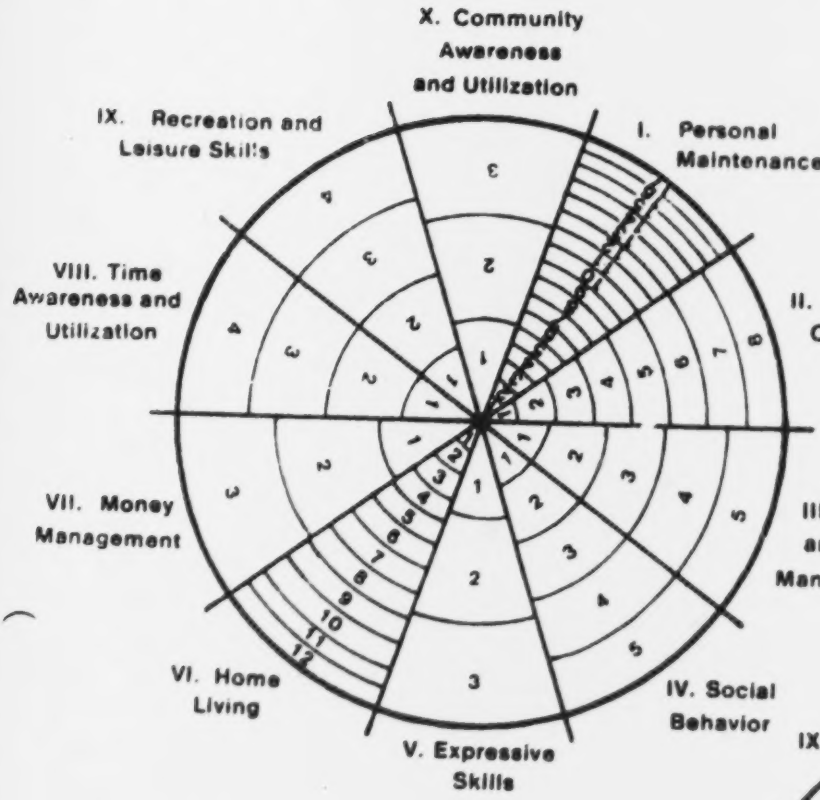
COMMUNITY LIVING FACILITY

ENVIRONMENTAL ANALYSIS PROFILE

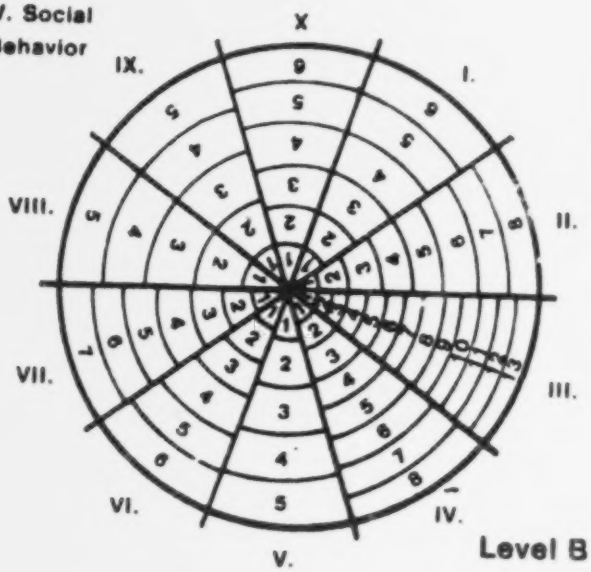
FACILITY: _____

DATE: _____

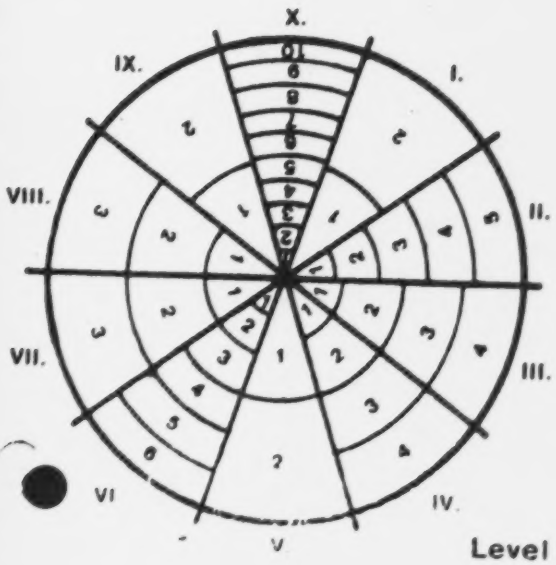
EVALUATOR: _____


X. Community Awareness and Utilization
I. Personal Maintenance
II. Dressing and Clothing Care
III. Eating and Food Management
IV. Social Behavior
V. Expressive Skills
VI. Home Living
VII. Money Management
VIII. Time Awareness and Utilization
IX. Recreation and Leisure Skills

Level A



Level B



Level C

VI. Job Related Skills

A.1. ____Environmental Orientation

A.2. ____Left/Right Discrimination

B.1. ____Maintains Balance While Standing on Two Feet

B.2. ____Maintains Balance While Squatting

B.3. ____Maintains Balance While Standing on One Foot

B.4. ____Maintains Balance on a Balance Board

B.5. ____Maintains Balance While Walking on a Balance Beam

B.6. ____Carries An Object While Walking

B.7. ____Has Functional Agility and Balance

C.1. ____Places Beads in Box

C.2. ____Places Beads on Rod

C.3. ____Finger Tapping

C.4. ____Simple Assembly

D.1. ____Demonstrates Eye-Hand Coordination (Unilateral Motor Ability)

D.2. ____Coordinates Bi-Manual Hand Activities

D.3. ____Demonstrates Manual Dexterity (Unilateral Motor Ability)

D.4. ____Demonstrates Cross-Modal Coordination

D.5. ____Demonstrates Eye-Hand Coordination Involving a Moving Object

E.1. ____Hand Strength

E.2. ____Does Miscellaneous Exercise

E.3. ____Moves Objects

E.4. ____Exerts Onself When Asked

VII. Work Performance

A.1. _____ Accepts Change in Work Requirements

A.2. _____ Learns a Simple Task-Untimed

A.3. _____ Learns a Complex Task-Untimed

A.4. _____ Performs a Complex Task at an Acceptable Speed

B.1. _____ Identifies Mistakes

B.2. _____ Corrects Mistakes as They Occur

B.3. _____ Assembles Item or Completes Task With 2% or Fewer Errors

C.1. _____ Works 30 Minutes to One Hour

C.2. _____ Works One to Two Hours

C.3. _____ Works Two to Three Hours

C.4. _____ Works Three to Four Hours

C.5. _____ Works Four to Five Hours

C.6. _____ Works Five to Six Hours

D.1. _____ Works 30 Minutes to One Hour

D.2. _____ Works One to Two Hours

D.3. _____ Works Two to Three Hours

D.4. _____ Works Three to Four Hours

D.5. _____ Works Four to Five Hours

D.6. _____ Works Five to Six Hours

E.1. _____ Works 30 Minutes to One Hour

E.2. _____ Works One to Two Hours

E.3. _____ Works Two to Three Hours

E.4. _____ Works Three to Four Hours

E.5. _____ Works Four to Five Hours

E.6. _____ Works Five to Six Hours

F.1. _____ Works 30 Minutes to One Hour

F.2. _____ Works One to Two Hours

F.3. _____ Works Two to Three Hours

F.4. _____ Works Three to Four Hours

F.5. _____ Works Four to Five Hours

F.6. ____Works Five to Six Hours

G.1. ____Completes Task Only With Supervision

G.2. ____Completes Task Only with Some Supervision

G.3. ____Completes Task With Little or No Supervision

H.1. _____Works at 30-40 Percent Rate

H.2. _____Works at 41-50 Percent Rate

H.3. _____Works at 51-60 Percent Rate

H.4. _____Works at 61-70 Percent Rate

H.5. _____Works at 71-80 Percent Rate

H.6. _____Works Above 80 Percent Rate

I.1. _____Identifies Potentially Dangerous Situations

I.2. _____ Understands and Reacts to Words Denoting Potential Hazard

I.3. _____Follows Precautions in Reference to Poisons

I.4. _____Handles Sharp Objects Carefully

I.5. _____Understands Proper Response to Fire(s)

VIII. Work Behavior

A.1. _____Motivated to Work

A.2. _____Conforms to Work Role and Demands

A.3. _____Assesses Self Realistically

B.1. _____Is Punctual in Morning

B.2. _____Is Punctual Following Breaks

B.3. _____Is Punctual Following Lunch

C.1. _____Is at Work 100% of the Time Unless Excused

C.2. _____Notifies Supervisor When Going to Appointment

D.1. _____Follows Intermediate Verbal Instructions

D.2. _____Follows Long-Term Verbal Instructions

D.3. ____Uses Time Clock and Card Correctly

D.4. ____Uses Production Time Sheet

D.5. ____Follows Written Instructions

E.1. ____Indicates Will Follow Specific Prompts

E.2. Carries out Supervisor's Requests Without Unnecessary Delay

E.3. Maintains a Positive Attitude Towards Supervisor's Request

E.4. Responds Positively to Criticism

E.5. Tells Truth (Supervisor Relations)

F.1. Is Cooperative

F.2. Returns Materials to Proper Storage

F.3. Does Not Steal

F.4. Does Not Disrupt Others During Work

IV. Job Seeking Skills

A.1. Expresses Job Interest

B.1. Completes Correctly a Job Application Form

B.2. Knows How Will be Judged During Interview

B.3. Approaches an Employer and Indicates Desire to Apply for a Job

B.4. Carries out a Job Interview

C.1. Goes to and from Work (or Training Center) on own Without Supervision

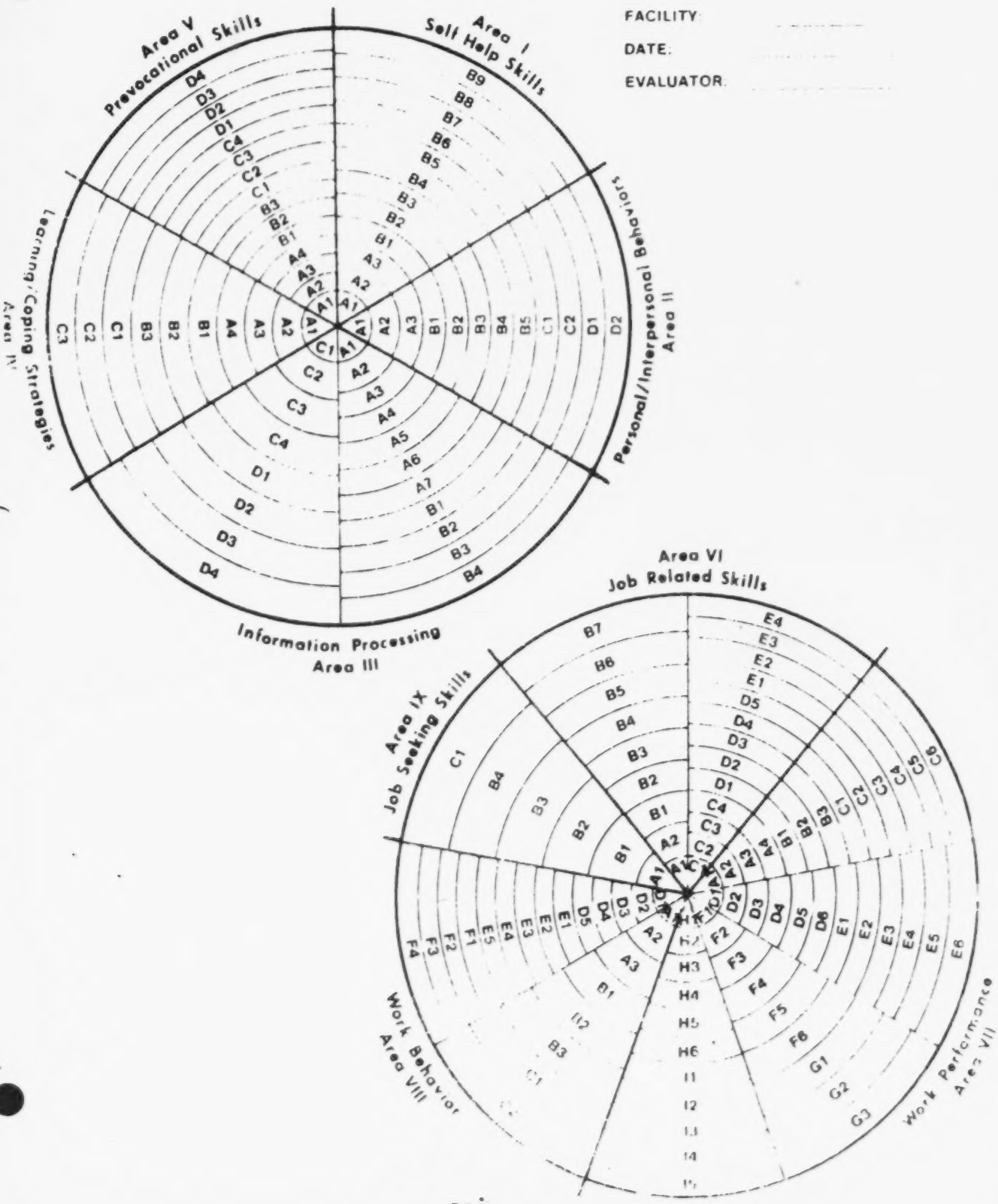
VOCATIONAL TRAINING/PLACEMENT FACILITY

ENVIRONMENTAL ANALYSIS PROFILE

FACILITY: _____

DATE: _____

EVALUATOR: _____



B. Developing The Student's Skill Profile

1. Behavioral Skill Level. Reference was made in Part I to the concept of person-environmental assessment. This requires that once the environmental requirements have been assessed (as discussed in Section A), then the student's skill level needs to be assessed on the same skills as evaluated in reference to the environmental requirements. The procedures for completing this assessment for both community living and vocational skills are described below:

a. Evaluate the person on those skills listed previously on the Scoring Sheets entitled:

"Community Living Skills Scoring Sheet - Level A Secondary"
"Vocational Training Scoring Sheet - Pre-Vocational Secondary"

b. Use the following scoring criteria:

(1) Does Skill Independently = student demonstrates skill (use of prosthetics is acceptable) without prompts or without assistance.

(2) Does Skill With Assistance = student demonstrates skill, but needs one or more of the following: (a) verbal prompts or (b) verbal reminders

(3) Does Not Do = student does not, cannot, or will not do; or does do, but with physical assistance or after modeling.

c. Transfer the results obtained from steps a and b onto the "Student's Behavioral Skill Profile" using the

-Refer to Skill Profile-

following procedures:

(1) Darken the area if skill is done independently.

(2) Slash the area if assistance is needed

(3) Leave blank if the person does not do the skill.

The Student's Skill Profile should also include:

2. Communication - Summarize the student's communication skills as they relate to the above environmental requirements.

3. Sensori-Motor - Same as communication

4. Cognitive - Academic - Summarize the student's cognitive and academic skills as they relate to the environmental requirements.

5. Social Competencies - Summarize the student's social behavior/ competence as it relates to the environmental requirements.

6. Grade Level Equivalencies - Summarize the student's grade level equivalencies when appropriate, ie, reading and math.

The above skill areas should be completed by the respective assessment team member and be included on page 2 of the student's Individual Education Plan.

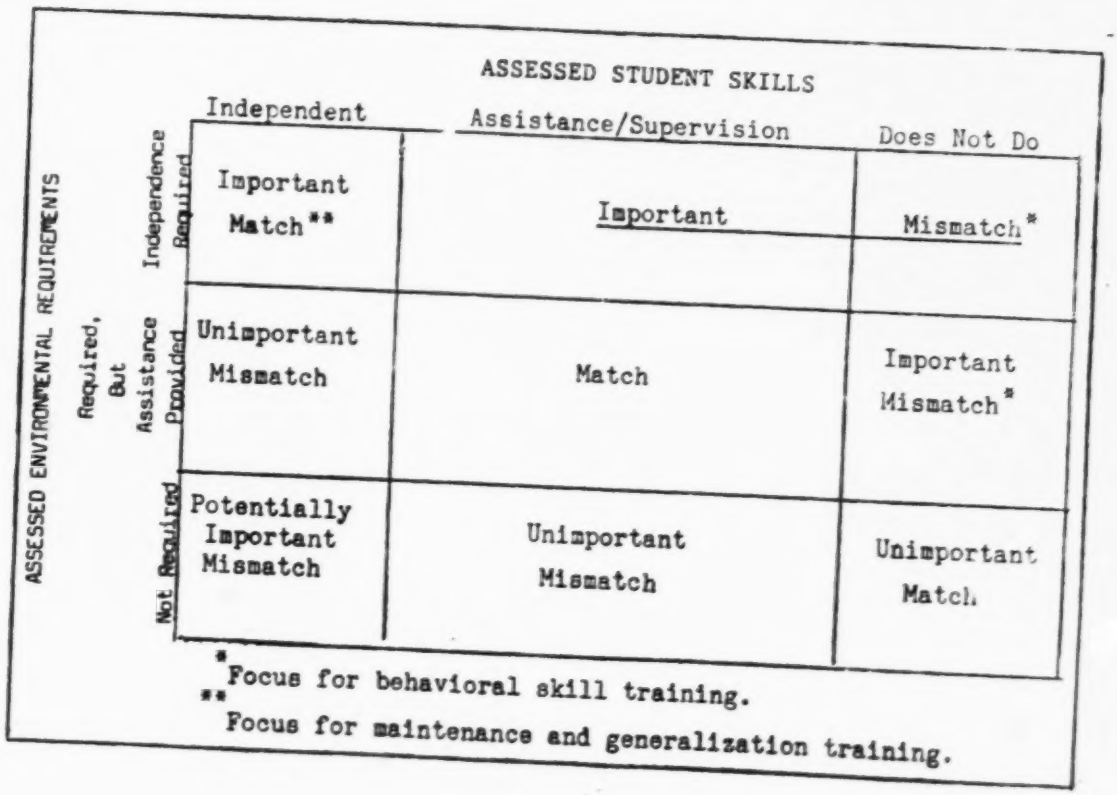
C. Discrepancy Analysis

1. Analysis Procedures. There are two procedures to use in completing a discrepancy analysis. The first is to compare the student's skill profile with the environmental requirements on the basis of the comparison, pay particular attention to discrepancies that can be reduced through skill training possibilities, prosthetics, and/or environmental modification. The second is to develop goals and objectives based on this discrepancy analysis.

2. Decision Rules. Once discrepancies are between the student's skill level and the environment's skill requirements, then the decision needs to be made regarding how best to reduce the discrepancy. Two techniques - using mechanical prosthetics and physically modifying the environment - are described fully in the manual entitled, Ecobehavioral Analysis and Augmentation Habilitation Techniques (available from Mid-Nebraska Mental Retardation Services, Inc., Hastings, Nebraska 68901). The material which follows relates to the decision rules pertinent to behavioral skill training.

Historically, the major focus of special education has been on the student's acquisition of specific behavioral skills assumed necessary to adapt successfully to one's environment. While it is still critical for a person to acquire behavioral skills or competencies, the conceptual basis for behavioral skill training has recently shifted to focusing more on functional skills that the person will actually need in his/her present and subsequent environments. This shift is reflected in the emphasis concepts of relevant criterion environments, criterion of ultimate functioning, and the functionality of a limited number of skills (Brown, et al., 1976 and 1979). The shift is also reflected in Mid-Nebraska's emphasis in training in the natural environment and selecting the specific skills to teach within that environment on the basis of the discrepancy analysis just described.

In deciding on how much emphasis or resource allocation to devote to behavioral skill training, the following guidelines should facilitate your decision making. Matches and mismatches on specific skills can be categorized as "important" or "not important", where importance is defined by the vocational or living situation requirements. An important match is one where a skill is rated as required for successful adaptation to the environment, and where the student can do that skill independently. An important mismatch would be where a skill or behavior is required for successful adaptation, and the student cannot do it. Those "mismatched" skills should be the priority training areas during the ensuing IEP-ITP years. This concept is diagramed below:



D. Developing The IEP-ITP

Transitions are an essential part of normal life since everyone must adapt at various times to new roles, locations and relationships. As currently conceived, transitions:

- Apply to everyone with a disability
- Should be outcome oriented such that a successful transition into employment results in normalized wage level, working conditions. life style, and future benefits.
- Represent a longer time span than one year and should be viewed as "bridging services" over a number of years (Office of Special Education, Note 9).
- Are based on interagency services offered, their appropriateness and th ir quality.
- Are different for different people. Some may require no special services (and therefore no systematic transitional plans), whereas other individuals may require either time limited or ongoing services, with corresponding ITPs.

The recently developed ITP concept significantly facilitates the person's transition or adaptation to other environments. In the ITP process, significant others in the individual's current and future life spaces secure meaningful information about environments for which the individual needs to be prepared to function and provide services to enhance the probability of a smooth adjustment. According to this model, ITPs should be developed for critical life stages of the individual with severe functional limitations. Essential components of the ITP model are listed below:

- The ITP should be developed on the basis of a continuously updated person-environmental analysis (see subsequent section).
- The ITP must be comprehensive, specifying the preparatory experiences needed by the individual to function independently and productively in the new environment.
- The ITP is individualized and contains precisely stated transition objectives, training activities, materials and evaluation strategies functionally related to a unique subsequent "life space".
- The ITP process involves parents and/or guardians.
- The ITP process requires the actual participation of both sending and receiving personnel. Both jointly design and assist in the implementation of a series of experiences that maximize subsequent functioning.

- The ITP process includes the expertise of professionals who visit and obtain information about the wide range of environments for which the individual is being prepared.

- The ITP strategy requires direct instruction in a variety of (subsequent) environments because of the extreme difficulty severely impaired individuals have in stimulus and response generalization.

- The ITP process integrates living and training activities preparing the person in subsequent living-work environments.

- The ITP process should focus on behavioral skill development, prosthetic procurement-usage, and environmental modifications required to live in less restrictive and more productive environments.

On the accompanying pages the reader will find: (1) the IEP/ITP format that should be used t develop the student's IEP/ITP; and (2) an actual IEP/ITP example that reflects the experiences we have had to date with the transitional process. Following the IEP/ITP example, the reader will find Section E entitled "Evaluating the IEP/ITP".

INDIVIDUALIZED EDUCATIONAL PLAN/TRANSITIONAL PLAN

FOR

_____

SCHOOL YEAR 19__ TO 19__

Entry date into program for current year: _____

Late IEP-ITP Prepared: _____ Grade: _____

Age: _____ Date of Birth: _____

Resident School District: _____ School District Attending: _____

Most recent verification: 1) _____ Date: _____

2) _____ Date: _____

Date of initial program entry: _____

PARTICIPANTS IN IEP-ITP DEVELOPMENT AND REVIEW (SIGNATURES) — DATE SIGNED

Parent _____ _____

Student _____ _____

SPED Teacher _____ _____

Speech/Language Pathologist _____ _____

Admin. Representative _____ _____

Other (Specify) _____ _____

_____ _____

Classroom Teacher _____ _____

_____ _____

_____ _____

Interagency Personnel _____ _____

_____ _____

_____ _____

For students 16 years and older

Name_____

1. Summary Statement of Present Levels of Educational Performance and Development: (Areas which describe educational performance and developmental skills may include, but are not limited to: communication development, motor development including sensory, gross, fine, and visual, social-emotional development, self-help skills, and learning characteristics.)

Areas include: (1) Environmental Requirements; (2) Student's Skill Profile; and (3) Discrepancy Analysis

A. Environmental Requirements

1. Parent Survey - attached
2. Community Living Skills - profile attached
3. Vocational - profile attached

B. Summary of the Student Skill Profile

1. Behavioral Skill Level
2. Communication Skills
3. Sensorimotor Skills
4. Cognitive - Academic Skills
5. Social Competence
6. Grade Level Equivalence

C. Results of Discrepancy Analysis

Name_____

2. Specific Special Education and Related Services to be Provided:

Speech:

Resource:

PE/Music

3. Annual Goals (attach short-term instructional objectives):

a. Each student should have four goals. One goal should relate to each of the following areas:

(1) Independent Living (Independence)

(2) Vocational (Productivity)

(3) Community Integration (Recreation & Lesiure is a part of Community Integration)

(4) Functional Academics

b. Short Term Objective sheets should be attached to IEP.

4. Amount and Type of Integration With Regular Program:
(Insert here <u>all</u> interaction with regular education students.)

5. Services projected from _____ to _____
(month) (day) (year) (month) (year)

6. Other Recommendations: (include transportation when appropriate)

NAME _____ DATE _____ IEP

AREA	SHORT TERM INSTRUCTIONAL OBJECTIVES	PROCEDURES/TECHNIQUES AND MATERIALS	OBSERVATIONS/EVALUATIONS	EDUCATIONAL PERSONNEL	DATE REVISED OR ADDED	DATE ATTAINED

CRG = Criterion Referenced Graphing
PPT = Pre- and Post-Testing
O/C = Observations & Conferences
*O = Other (Explain)

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NAME: _____ CLS _____ F _____ INSTRUCTOR _____

BEHAVIORAL SKILL: _____ Start date: _____ Stop date: _____

Primary Learning Channel: Auditory _____ Visual _____ Haptic _____ Recommendation: _____

Behavioral Objective:

Strategy:

Location: Center ___ Residence ___ Other _____

DAYS RUN: M T W TH F S S

	Date	Time																						
28																								
27																								
26																								
25																								
24																								
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INDIVIDUALIZED EDUCATIONAL PLAN/TRANSITIONAL PLAN

FOR

_____

School Year 19 84 to 19 85

Entry date into program for current year: _____

Date IEP Prepared: January 15, 1985 _____ Grade: Secondary

Age: 14 Date of Birth: August 1, 1970

Resident School District: Hastings School District Attending: Hastings

Most recent verification: 1) MR Date: June 1, 1983

2) Speech/Language Date: June 1, 1983

Date of initial program entry: Fall, 1977

PARTICIPANTS IN IEP DEVELOPMENT AND REVIEW (Signatures)		Date Signed
Parent	M. Smith	1-5-85
Student		
SPED Teacher	K. Brown	1-15-85
Speech/Language Pathologist	F. White	1-15-85
Admin. Representative	C. Hansen	1-15-85
Other (Specify)	D. Jones, PE/Music	1-15-85
Classroom Teacher	B. Meier	1-15-85
	L. Kerry, Aide	1-15-85

MS ___Parents initial here to verify receipt of Parent Rights Information and NDE Right to An Education.

Name_____

1. Summary Statement of Present Levels of Educational Performance and Development: (Areas which describe educational performance and developmental skills may include, but are not limited to: communication development, motor development including sensory, gross, fine, and visual, social-emotional development, self-help skills, and learning characteristics.)

A. Environmental Requirements

1. Parent Survey - attached

Independent Living Skills

Student is able to do a variety of household tasks but he needs to be more responsible to do them on his own. Student's parents see him living semi-independently.

Community Integration

Student has had a large variety of community experiences. He shops with his mother and is able to help find the grocery items. He has been to several restaurants to eat. Student uses his bike to get around the community.

Vocational

Student's parents see him working in a fast food restaurant in the dishroom. They feel he will be able to work in competitive employemnt, but that communication could be a problem.

2. Community Living Skills Profile - attached
3. Vocational Profile - attached

B. Student Skill Profile

1. Communication - attached

C. Discrepancy Analysis

Independent Living

Parents would like student to learn how to use a knife safely so he can cut his own food. They would also like him to learn to cook on electric stove.

Community Integration

Student needs to learn how to use the telephone in case of an emergency. He needs to continue to have a variety of experiences in the community. He needs to learn some First Aid skills.

Vocational Domain

Student does well in this area. He needs to have a large variety of job sites so he will be able to express a job interest. He needs to continue to work on his communication skills on the job.

Rec/Leisure

Student should work on his biking skills, hopefully inabling him to get to places in the community such as school, store, city pool, roller rink, work.

Name_____

1. Summary Statement of Present Levels of Educational Performance and Development: (Areas which describe educational performance and developmental skills may include, but are not limited to: communication development, motor development including sensory, gross, fine, and visual, social-emotional development, self-help skills, and learning characteristics.)

Student is a friendly outgoing individual who initiates conversation with familiar persons. At times student's speech is difficult to understand though, causing some frustration for student and the listener. Student will usually repeat his utterance when not understood and is compensating fairly well by using multiple gestures to assist the listener in understanding his message.

Student's language is characterized by restricted and/or confused language forms which may also interfere with the listener's understanding of the message. Student may not express an entire idea so the meaning is unclear- for example:

"Do telephone"

or he may use only limited set forms which lack variability in his language, for example -

"Get coat" "Go work"
"Get wet" "Go eat"

or he may only express part of a relationship and use gestures for part of the relationship - for example:

"Do paper, Mom"

and gestured write and pointed outside.

Related to inappropriate or vague expression of some relationships, student has difficulty organizing sequential events in order of occurance to express a story or event. This suggests that student does not always understand how people, activities and events are related to each other.

Student also at times, has difficulty answering and asking questions. He does well answering what questions but has difficulty with questions involving relationships having to do with space (where questions) and time (when questions). He needs more opportunities to ask questions involving these concepts, especially at his job.

The clinician visited student's job site (Headstart) and supervisors reported that he does an excellent job. If they have difficulty understanding utterances, student tries to supply visual cues (gestures). They did not feel it necessary for student to carry a notebook with frequently used utterances, for easier communication. He may need this at alternative job sites though. They did not suggest that he use the phone to call if he was going to be late/absent. This goal will be included in his short term goals.

Annual Goals:

1. Express a variety of semantic relationships so the intended message is more clear to the listener.
2. To follow classroom activities and work activities and make more relevant comments and ask more relevant questions during conversational interchanges.

NAME _____ DATE _____ IEP

AREA	SHORT TERM INSTRUCTIONAL OBJECTIVES	PROCEDURES/TECHNIQUES AND MATERIALS	OBSERVATIONS/EVALUATIONS	EDUCATIONAL PERSONNEL	DATE REVISED OR ADDED	DATE ATTAINED
LANGUAGE COGNITIVE SOCIAL	A. Student will appropriately express a variety of basic relationships involving ongoing activity about meaningful pictures/events to a listener with a model given. B. Goal A without model/cues C. When expressing these relationships student will use appropriate and specific vocabulary to refer to agents/activity/objects/location which may be involved in the relationships with model/gesture cues. D. Above goal without model/cues E. When expressing relationships student will express 2-3 different relationships (in logical order) with models/picture cues. F. Above goal without model/cues. G. Student will use the phone to call work to report being late or absent with model/cues. H. Above goal without model/cues.	Small group language sessions in the classroom Meaningful pictures/books; Speech acts to peers for social consequences Variety and flexibility of speech acts; appropriate sequencing of ideas when appropriate	Language samples and classroom observation	Speech/Language Pathologist and carryover by classroom teacher	ALL 11/85	

CRG = Criterion Referenced Graphing O/C = Observations & Conferences
PPT = Pre- and Post-Testing *O = Other (Explain)

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Name _____

2. Specific Special Education and Related Services to be Provided:

Student is enrolled in the Developmental Training Program full time at the Senior High School. He has P.E. twice per week and swimming once per week. He has speech 2-4 times per week.

3. Annual Goals (attach short-term instructional objectives):

1. Improve his abilities in the kitchen.
2. Increase skills in using the telephone.
3. Increase knowledge of First Aid
4. Student will be exposed to 4 vocational job sites.
5. Rec/Leisure - Student will learn to ride his bicycle more independently using correct hand signals and using traffic safety precautions.

4. Amount and Type of Integration With Regular Program:

Student eats in the regular lunch room and spends time on the bridge after lunch (when he works, he is not in the building for lunch).

5. Services projected from _____ to _____
(month) (day) (year) (month) (year)

6. Other Recommendations: (include transportation when appropriate)

Student rides the bus to school and rides in the vocational car to job site.

PARENT SURVEY
(SECONDARY)

Student Name: _____

Age/Program: 14 years / DTP

Date: November 9, 1984

Teacher: N. Guthrie

Form Completed by: N. Guthrie/Student's mother

I. Independent Living:

1. Jobs and/or chores your child has some responsibility in doing:
cleans house, dishes, yard work, makes bed - independently; cooking with guidance

A. Can they do it independently? Yes, takes out garbage, washes clothes folds clothes, puts clothes away, shovels sidewalks
B. If not, what parts can't they do?
using knife, light gas stove, setting speed on mixer, washing knives

2. What day-to-day jobs/chores do you want or wish they could do? (Making beds, do dishes, laundry, housekeeping, etc.)
Mow lawn, cooking, sort dirty laundry from clean, choose appropriate clean clothing to wear, sort socks.

3. What self-help skills (grooming, toileting, eating, etc.) does your child need to learn?
Cut meat on dinner plate, needs help getting shampoo out of hair, selecting appropriate clothing.

4. Does your child follow a good diet? Eats well, follows good diet, is reminded not to use sugar in excess.
A. What are his/her favorite foods?
Hamburger, French fries

5. Does your child follow a daily exercise program? If so, what does it consist of? Rides bikes, runs, plays, does household work, carries laundry baskets, etc.

6. If there was one responsibility you would like your child to be able to do at home, what would it be?
Be more responsible for own tasks, hanging up clothes, sorting clothes, etc.

7. Can your home be used as a training site for your child's domestic development? No

8. What are your residential goals for your child at the age of 21?
Own apartment or group home.

Comments/Concerns:

Would rather he learned to cook on electric stove, he doesn't like to light matches (also dangerous). Student would like to get back into home economics.

II. Vocational

1. If you were to choose a vocation/job for your child, what would it be?

Fast food restaurant, stacking dishes, operating dishwasher. Likes to work on cars, but not skilled to do this.

2. What are your vocational goals for your child at the age of 21?

_____sheltered workshop

__X__competitive employment

_____no vocational plans

_____community employment with or without pay

Comments/Concerns

Communication could be a problem.

III. Community Integration

1. Does your child go to different stores with you? Yes

A. Is he/she able to help in any way? Yes

How? grocery shopping, pushes cart, finds items that are purchased on regular basis; picks out own clothes; at gas station opens tank on car, watches meter and says "stop" at appropriate amount; puts oil and water in car.

2. What grocery stores do you shop at?
Allens, IGA

3. What other (department) stores do you shop in?
K-Mart, Half Price Store, Woolworth, Gibson's, Allens

4. What restaurants does your family go to?
Pancake House, Runza, My Place, Worlds of Food, Burger King, McDonald's Drive in.

5. What form of transportation does your child use other than family car?

bike, school bus

6. Can your child use the telephone independently?
No

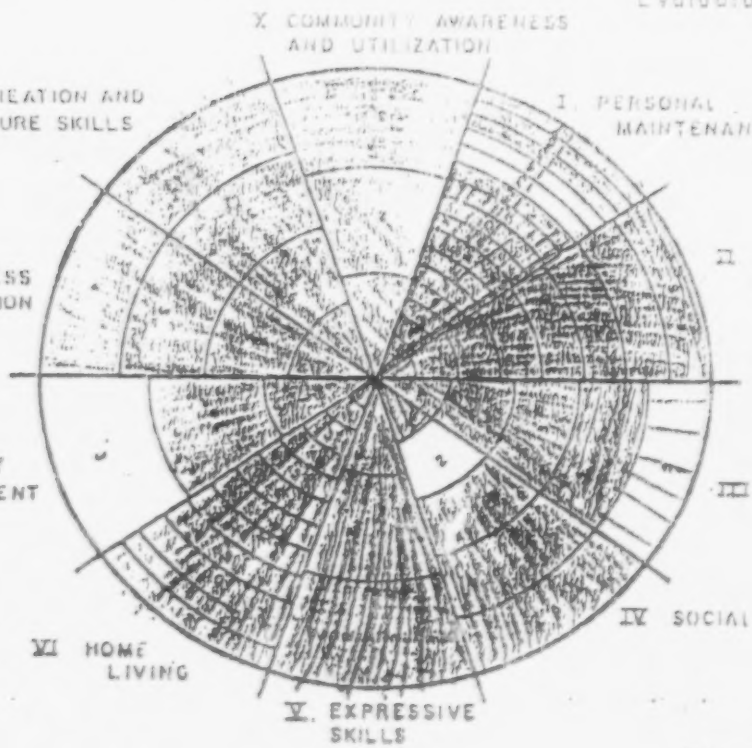
7. In an emergency, can your child seek help?
No - would like him to be able to do this.

Comments/Concerns:

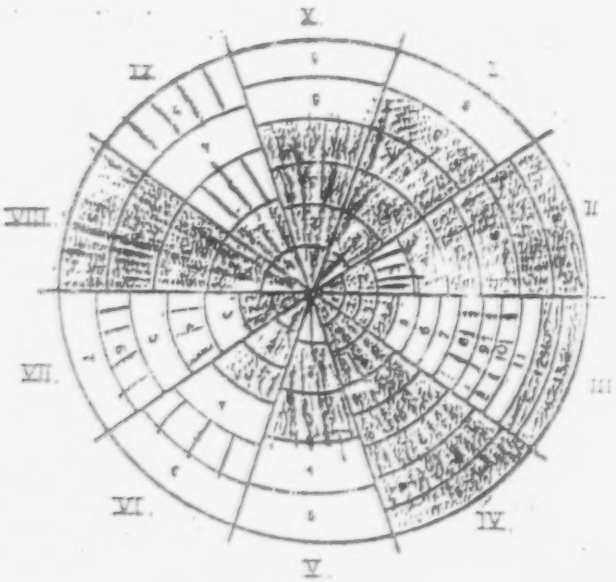
...NTLY LIVING SKILLS

...ce & Skill
...quisition Record

NAME
Social Security No.
Date
Baseline
Evaluator

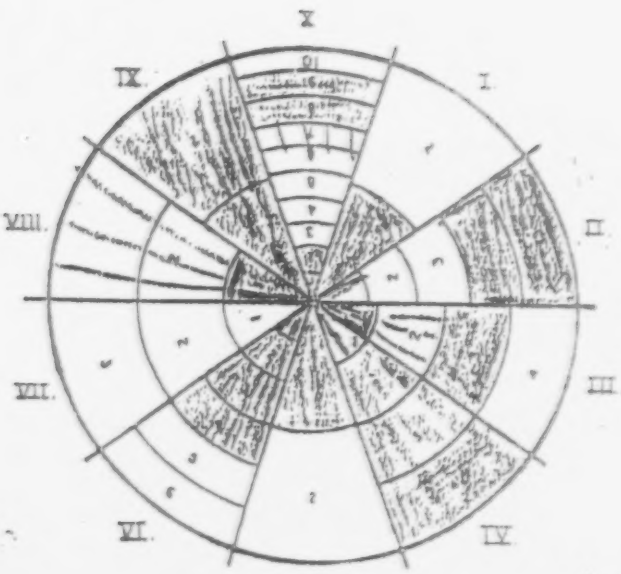

X COMMUNITY AWARENESS AND UTILIZATION
IX RECREATION AND LEISURE SKILLS
I PERSONAL MAINTENANCE
VIII TIME AWARENESS AND UTILIZATION
II DRESSING AND CLOTHING CARE
VII MONEY MANAGEMENT
III EATING & FOOD MANAGEMENT
IV SOCIAL BEHAVIOR
VI HOME LIVING
V EXPRESSIVE SKILLS

Level A



Level

4/8 updated Paper

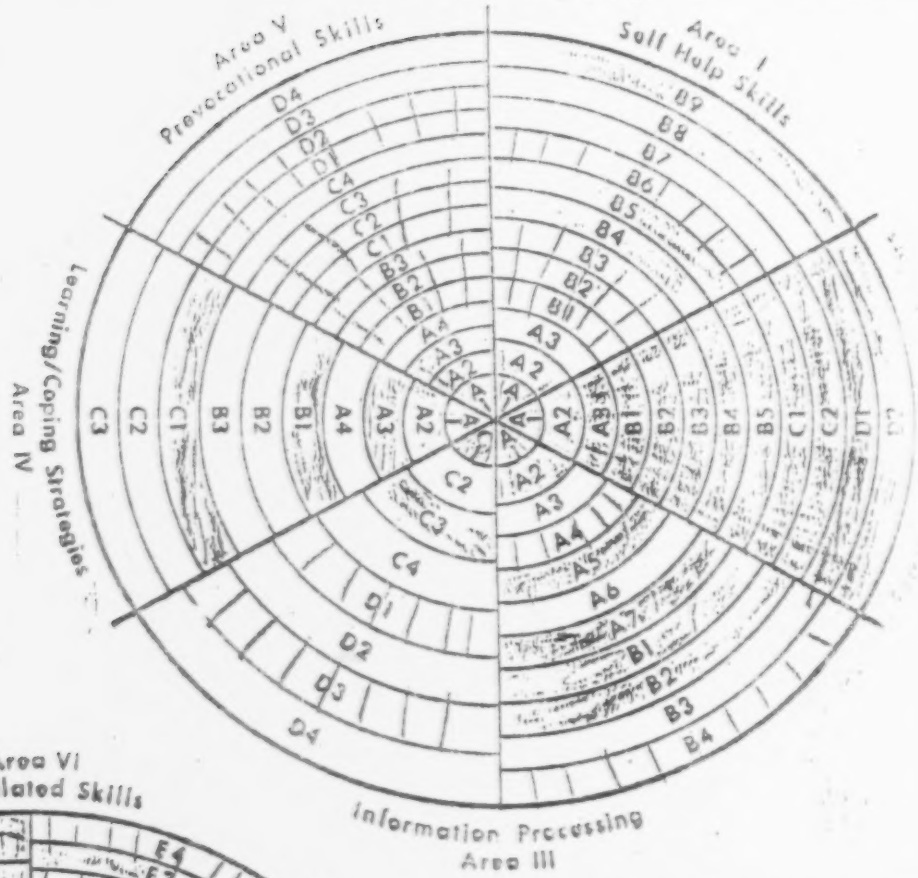


Level C

...IAL TRAINING

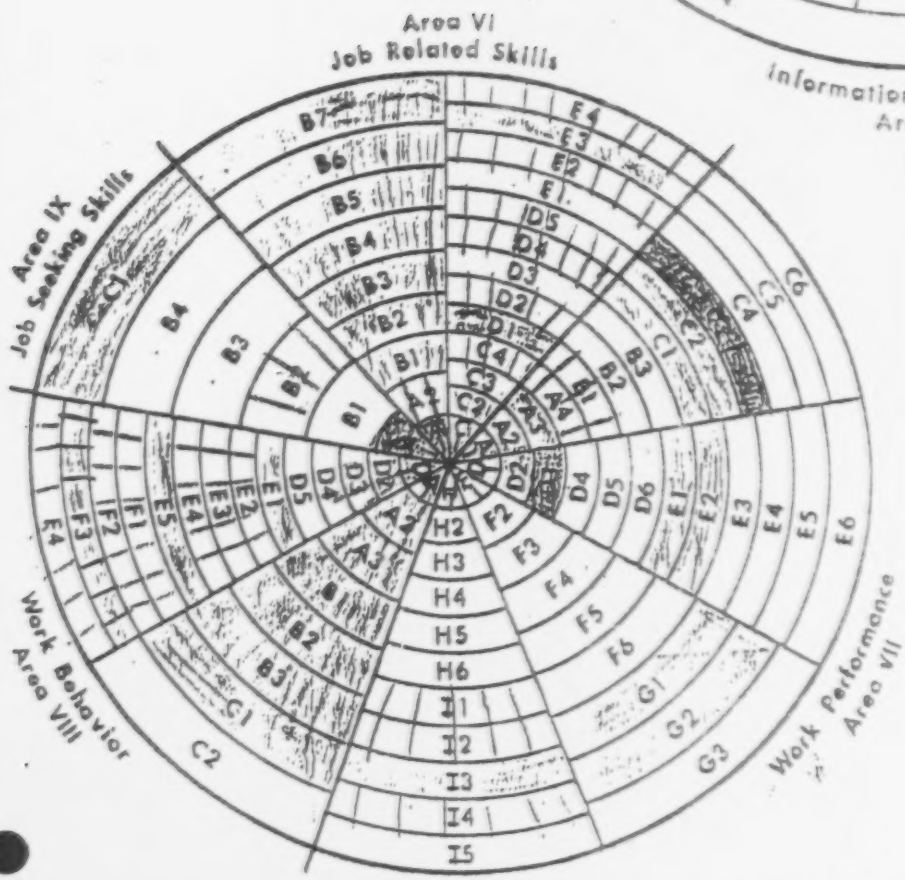
...line & Skill
...isition Record

Social Security No. _____
Date/Baseline _____
Evaluator _____



Prevocational - Extended Employ...

4/86 updated Area Report



Vocational-Sheltered Workshop

Name _____

2. Specific Special Education and Related Services to be Provided:

Student will attend the Sr. High DTP classroom on a trial basis from 11-26-84 to 12-21-84. We will meet in December to review his status.

3. Annual Goals (attach short-term instructional objectives):

Continue as on IEP

4. Amount and Type of Integration With Regular Program:

Lunch in regular lunchroom and time on the bridge after lunch.

5. Services projected from 11-26-84 to 12-84
(month) (day) (year) (month) (year)

6. Other Recommendations: (include transportation when appropriate)
Student will ride bus #7 to the Senior High

Name _____

2. Specific Special Education and Related Services to be Provided:

Student will be placed permanently at the Senior High School.

3. Annual Goals (attach short-term instructional objectives):

IEP meeting to be set in January. Continue on current IEP until then.

4. Amount and Type of Integration With Regular Program:

5. Services projected from 12-18-84 (month) (day) (year) to January (month) 85 (year)

6. Other Recommendations: (include transportation when appropriate)
Rides bus #7 to Senior High - rides in vocational car to work.

LONG RANGE GOALS AND TRANSITIONAL PLANS

(VOCATIONAL TRAINING & PLACEMENT)

Year	Goal(s)*	General Procedure	Projected Needed Resources	Responsible Persons	Completion Date
1984	Initial IEP/ITP meeting held Person/Environment Analysis completed Long Range Goals established				
1985	Long Range Goals reveiwed and adjusted as necessary. Continued reduction of mismatches as per Person/Environment Analysis. Receive training in 2 comm. vocational sites				
1986	Receive training in 4 community vocational sites and work 2 hours per day, 2 days per week		COMPLETE THIS SHEET AT TIME OF IEP/ITP DEVELOPMENT		
1987	Same as above - Long range goals, continue reviewing & adjusting. Student will be able to work 4 hrs. per day, 3 days per week				
1988	Student will be placed in a job in the community part-time with assistance and follow along provided by Mid-Nebraska Mental Retardation Services as necessary				

*Most Likely To Be Yearly Goals Beginning At Age 16.

LONG RANGE GOALS AND TRANSITIONAL PLANS
(COMMUNITY LIVING ALTERNATIVES)

Year	Goal(s)*	General Procedure	Projected Needed Resources	Responsible Persons	Completion Date
1984	Initial IEP/ITP meeting held. Person/Environment Analysis completed. Long Range goals established				
1985	Long Range goals reviewed and adjusted as necessary. Continued reduction of mis-matches as per Person/Environment Analysis				
1986	Same as Above				
1987	Same as above. Student oriented to Mid-Nebraska Supported apartment (Example: student initially spend 1 night per mo. at apt. w/someone already living in the apartment.)		COMPLETE THIS SHEET AT TIME OF IEP/ITP DEVELOPMENT		
1988	Placement in supported apartment				

* Most Likely To Be Yearly Goals Beginning At Age 16.

E. Evaluating the IEP

1. Skill Acquisition Index (SAI). A measure of the outcomes from educational services is the computing of an SAI that summarizes the CLS/VT skills gained during the year. The formula for computing the SAI is:

$$SAI = \frac{\text{Number of Skills Gained/Time Period}}{\text{Number of Skills in the Domain}}$$

This reassessment should be completed prior to the student's IEP. It should be reported on the IEP within the section entitled, "Summary of The Student's Skill Profile" (page 2).

2. Objectives Achieved. The number of short term objectives achieved should also be summarized every nine weeks. These should be reported

3. Placement. The placement of students into living and work environments is an essential part of evaluating the effectiveness of the IEP/ITP process. Once graduated, the student will automatically become part of the computerized "follow-up" study with the following major outcome variables evaluated yearly:

a. Current employment status
b. Current living arrangement
c. Current primary source of income
d. Employment history
e. Current type of job
f. Current benefits